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MEETINGS

Bay Section the California Teachers' Association; Lewis B. Avery, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, F. H. Boren, Lindsay, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs, Miss Anna Keefe, President, Oakland, Cal.; Miss Cora Hampel, Secretary, Oakland, Cal.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, Mrs. Agnes Ray, George W. Stone.

THE FUTURE OF THE TEACHERS' RETIREMENT SALARY LAW

By Will C. Wood
Commissioner of Secondary Schools

The teachers' retirement salary law enacted by the California Legislature in 1913 has been effective, without amendment or alteration, for about four and a half years. During this time it has justified the promise of its sponsors that it would relieve the children of California from the well-intentioned but inadequate services of superannuated teachers and secure for such teachers a modest retirement provision to which their long public service would seem to entitle them. The present law was regarded by its friends at the time of its enactment as tentative; it was the best that could be framed in view of the lack of experience in this country in dealing with teachers' retirement policies. It was not based upon actuarial tables nor upon any conclusive data concerning the probable income or expenditures. It is not at all surprising, therefore, that questions should be raised at this time by the friends of the law concerning its future, the purpose being to make its future secure.

In discussing any proposed revision of the retirement salary law, it is necessary to keep in mind the salient features of the California plan. The following analysis and explanation will serve to make the provisions and operations of the law clear.

Revenue Provisions

The sources of income are as follows:

(1) **Contributions of teachers computed on the basis of one dollar for each month of teaching or administrative service by each individual subject to the burdens of the act.** To this must be added the arrearages or back payments that must be made by annuitants upon retirement. (The law requires that each annuitant, upon retirement, must have paid into the fund a total of $360.00.)

Comment: The total amount received on account of teachers' contributions during the year ending June 30, 1917, was $164,453.16.

(2) **Five per cent of the inheritance taxes collected during each fiscal year by the State of California.**

Comment: The amount received from this source is variable. In 1914-15 the amount was $139,154.47; in 1915-16 the amount was $157,260.53; in 1916-17 the abount was $191,547.59. The average annual increase in the amount received on account of the inheritance tax during the last two years was $26,196.56, but this figure cannot be accepted as a definite basis for computing future income from this source. It is probable that the income from this source during the present year will not be less than that of 1916-17.

(3) **The income and interest derived from the investment of the moneys contained in the retirement salary fund.**

Comment: The income from this source during the fiscal year ending June 30, 1917, was $15,282. The investment account on September 1, 1917, was as follows:

Investments	$703,000
Liberty Bonds	50,000
Cumulation fund	88,750
	$841,750

The investments at the close of the fiscal year ending June 30, 1916, amounted to $327,850. The amount invested increased over $500,000 during the last year, so the income from this source will be greatly augmented, the increase amounting to approximately $20,000 per annum. Practically all the bonds now owned by the fund bear interest at the rate of 4 per cent or better. For the most part, the bonds owned are state highway, municipal, school district, irrigation and United States Government bonds.

(4) **Donations, legacies, gifts and bequests.**

Comment: Not a dollar has been received from these sources since the establishment of the fund.

(5) **Appropriations made by the State Legislature.**

Comment: None have been made since the establishment of the fund.

Disbursements

The disbursements are of two kinds: (1) those made to administer the fund, and (2) those made to annuitants.

The disbursements on account of administration include the salaries of bookkeepers, clerks and a stenographer, and the expenses for printing, stationery, office supplies, funiture, and postage. No disbursement is made on account of the per diem of members of the retirement salary fund board. The total expenses of administration for the fiscal year ending June 30, 1917, was $3,825.96.

The disbursements on account of annuitants is increasing year by year. In 1914-15 the total amount of annuities was $85,991.05; in 1915-16 it was $140,303.59; in 1916-17 it was $201,601.29.

Annuitants

There are two classes of annuitants under the law: (1) annuitants who, having served as legally qualified teachers or administrators in the public schools for thirty years, including the last fifteen years in the public schools of California, are entitled to retirement at $500.00 a year, and (2) annuitants who, having served under certificate at least fifteen years in the public schools of California and who by reason of bodily or mental infirmity are incapacitated for further school service, may be placed upon the retirement list and receive a retirement salary which shall be the same fraction of $500.00 as said teacher's time is of thirty years.

All candidates for retirement must make application therefor within two years of the last month of service.

Comment: The Teachers' Retirement Salary Fund Board has no option in considering applications of teachers described under (1) above. Any teacher who has fulfilled the requirement of thirty years of service, including the last fifteen years in California, must be retired upon application and proof of such experience. Moreover, local boards employing such teachers may compel them to retire "if they are physically or mentally incapacitated for the proper performance of the duties of teacher." It is significant that at least one local board in California has adopted a rule that all teachers in the department shall be forced to retire after thirty years of service. Two points may be raised in this connection. First, can a local board, by general rule, disqualify for teaching service all teachers who have completed thirty years of service on the assumption that such service is prima facie evidence of physical or mental incapacity for further service? Second, who shall be the judge of such incapacity—the local board, or the Teachers' Retirement Salary Fund Board? It would seem that the rule of the local board would be held unreasonable unless actual physical or mental infirmity were proved upon competent professional testimony. It would also seem that the Teachers' Retirement Salary Fund Board would be the judge of the testimony offered, just as it is in all other cases of retirement under disability. Certain it is that the law did not contemplate that teachers capable of further service should be compelled to retire and thus become a charge upon the public treasury.

All applicants for retirement under disability must submit to examination by

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physicians designated by the Retirement Salary Fund Board and must also submit to re-examination at stated intervals to determine whether the disability continues. Evidence that a teacher who has retired under disability has taken up teaching work in another State or in private schools has been held by the board as sufficient for revocation of the retirement salary.

The record shows that on December 1, 1917, the total number of $500 annuitants was 468. On the same date, there were 166 annuitants who had been retired under the disability provision. The total number of annuitants was 634, as against 493, on June 30, 1916, an increase of 105 in $500 annuitants and 36 in disability annuitants in the period of seventeen months.

The total amount paid to annuitants during the last quarter ending September 1, 1917, was $56,921.03. It is probable that the total amount paid to annuitants during the present fiscal year ending June 30, 1918, will be in excess of $240,000. The average annual increase in the amount paid annuitants during the last two years was $57,-805.12.

Facts About Contributors to the Fund

In the year ending June 30, 1917, the total number of teachers employed in the elementary and high schools of California, according to the report of the Superintendent of Public Instruction, was 18,784. To this must be added Normal School instructors, superintendents, supervising executives, and educational administrators to the number of about 400. The total number of individuals who might be subject to the provisions of the Act in 1916-17 was therefore about 19,184. The record for this year shows that there were 16,673 teachers and administrators contributing to the fund. In other words, about 2500 individuals who might be subject to the provisions of the law have voluntarily excepted themselves from its burdens and benefits. The number of new teaching positions established in California schools last year was 919. Assuming that each of these new teaching positions will increase the fund by about $10 each year, the annual increase in teachers' contributions on account of new positions created should be about $9000.00. It would not be reasonable to estimate the annual increase in teachers' contributions at a larger figure.

Recapitulation of Finances

The following statement shows the sources of income (exclusive of receipts from bonds redeemed) for the year ending June 30, 1917:

Sources of Income—	
Teachers' contributions	$164,453.16
Inheritance tax	191,547.59
Interest on investments	15,282.00
Total	$371,282.75

The following table shows the disbursements for the fiscal year ending June 30, 1917:

Disbursements—	
Administrative expenses	$ 3,825.96
Refunds	755.70
Amount paid to annuitants	201,601.29
Total	$206,182.95

The excess of income over disbursements was $165,099.80.

The following table shows the total resources of the fund, September 1, 1917:

Resources, Sept. 1, 1917—	
Investments	$703,000.00
Liberty Bonds	50,000.00
Cumulation fund	88,750.00
Teachers' retirement fund	87,572.48
Cumulative trust fund	10,000.00
Teachers' permanent fund	13,646.98
Total	$952,969.46

Need for Revision of Law

It is impossible to forecast with anything approaching certainty the future income of the fund. We can estimate in a fairly reliable manner the receipts from teachers' contributions, but we have no means of determining the probable income from the inheritance tax. The amount of inheritance tax is predicated upon the amount of inheritances subject to tax and upon the duration of human lives which are proverbially uncertain. To predict that the average increase in income from this source determined by the experience of the last two years will continue, is hardly reasonable. In time of war, while federal taxes bear heavily upon all, it is improbable that the State will increase the inheritance tax. We can forecast the expenditures with more certainty. It is very probable that the annuities will increase at the rate of at least $60,000 a year. Against this we can place as a partial offset the increase of about $9,000.00 a year in teachers' contributions. We cannot count on any substantial increase in income from investments. It would, therefore, be necessary to secure at least $51,000 a year from the inheritance tax in order to balance expenditures and receipts. To expect this amount of increase in the inheritance tax would be placing an extraordinary premium upon optimism. It seems reasonably certain that in three or four years at most, the expenditures of the fund will exceed the income. In the circumstance, the friends of the retirement salary should begin to give careful consideration to measures for safeguarding the fund.

Proposals for Revision

The Teachers' Retirement Salary Fund Board has proposed four changes in the law with a view to put the fund on a firmer financial footing. First, it has suggested that the age limit at retirement, except under disability, be fixed at 55 or 60 years. It is undoubtedly true that a relatively small number of teachers, still fit for service, retire under the age of 55 years. Under the proposed plan, teachers who have completed thirty years of service must continue to teach until they reach the age of 55, if they are physically and mentally fit. Those who have completed thirty years of service may retire before the age of 55 at the full allowance of $500, if they are physically or mentally incapacitated. This provision would protect the fund to the extent of several thousand dollars annually and should not impair the teaching service through retention of disabled teachers. However, this provision will affect only a few teachers, as has been indicated.

Second, the board has proposed to increase the period of required teaching service in California from fifteen to twenty years. Again, this will affect a small proportion of teachers, since most teachers from other States enter upon service in California before they have completed fifteen years of service. We must consider in this connection, not only the fund, but the good of the children. The pertinent question has been raised whether the provision would not affect the teaching service, by requiring teachers who are somewhat infirm to remain in service five years longer in order to secure the retirement salary. In other words, teachers with fifteen years' experience in other States would be five years older at the time of retirement than teachers whose service has been only in California. This provision also would affect only a few teachers and would not decrease the expenditures more than a few thousand dollars annually.

Third, the board has proposed that the amount of teachers' contributions be increased to $2 a month after fifteen years of service. This proposal if adopted would increase the income considerably. It is estimated that at least one-fourth of the teachers in California have taught over fifteen years. Assuming that 4,000 teachers would be affected by this proposed change, the increase in receipts annually from teachers' contributions would amount to at least $40,000. There is much reason in urging this provision. The expectancy of the teacher who has taught fifteen years, so far as retirement is concerned, is greater. It is quite probable that she will share in the fund, therefore her interest in it is greater, and this greater interest should be reflected in her contributions.

Fourth, the board proposes that no teacher be permitted to retire under disability unless she has completed twenty-five years of service, twenty of which must have been in California. This proposal has met with greater dissent than any of the others. It is urged that a teacher who has taught fifteen years has rendered sufficient service to the State to justify her asking the meager minimum allowance of $250 a year. Moreover, it is urged that the children should not be obliged to study under teachers who are not mentally or physically capable of doing their work. Since so few would be affected by this provision, it is probable that it would be waived if other adequate safeguards are provided.

A fifth provision that teachers' contributions be made annually in one payment at the end of the sixth month of teaching, instead of month by month is so reasonable that it requires no discussion.

It is unfortunate that we have not data at hand for an investigation of the problem by actuary. Any legislation adopted now will, of course, be subject to revision in the light of experience. Only after some years of actual operation of the law shall we have data that will enable us to define a permanent solution. Meanwhile, some action is necessary, and these proposals constitute a working program.

Conclusion

It must be borne in mind that the California law is based upon three principles that are fundamental. The California law is a retirement salary law, not a pension law. The first principle is that the State does not deem it expedient to pay its teachers all that their services are worth during service; that the State, in accepting services at less than their actual present value, assumes an obligation to make certain deferred payments for services rendered after the completion of a certain term of service. The second principle is that the State, hav-

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ing regard for the interests of the children who would be the sufferers if superannuates were continued in the service, has provided in the retirement salary law the only humane means for keeping the school service on an efficient basis. The retirement salary law is for the State quite as much as it is for the teacher. The third principle is the annuity principle. The teacher pays into the fund a certain amount to create an annuity which shall be added to the retirement salary allowed by the State. The annuity and the retirement salary are included in the allowance made when the conditions of the law are fulfilled.

The State and the teachers are therefore partners in the retirement salary fund. Both are vitally interested in it. It is logical, therefore, that both shall share in the support of the fund as they share in its benefits. If the contributions of teachers are increased, the contributions of the State should be increased proportionately. It is a sound principle of law that partners in interest should share not only in the benefits, but also in the burdens of any enterprise.

The views herein expressed are personal, rather than official, and the purpose of their exposition is to stimulate discussion in order that all factors in interest may arrive at a practical basis of co-operative action in revising the law. By such action, the future of the law will become assured.

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The School Teachers' Page

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BOOKS ON ENGLISH

"Grammar and Its Reasons," by Mary Hall Leonard. A. S. Barnes Co., New York; price $1.60. This is a text-book for normal classes and training schools, a reference book for teachers of grammar and English. This volume deals with the more important constructions of English grammar. The sixty-eight short and readable chapters discuss the more puzzling and difficult English constructions. Each chapter is prefaced with quotations from leading authorities on the subject treated in that particular chapter. While in no sense a text-book in grammar for lower grades, "Grammar and Its Reasons" will be found of peculiar value, not only to teachers of grammar, but also to students in colleges, normal schools, high schools, and academies, who are looking forward to the teaching of English. Of particular interest are the chapters on "Present-day English," "The Sentence Unit," "Parts of Speech," "The Verbal Element of the Sentence," "Verbal Forms in ing," "Sentences and Clauses," "Phrases," "Idioms," "The Split Infinitive," "Grammatical Characteristics of English," "Definitions in Grammar," "Sentence Diagrams and Other Devices," "Some Words to Teachers."

"Oral and Written English." In Two Books. Potter, Jeschke, and Gillett. Ginn and Co., 20 Second St., San Francisco; price 64 cents. These books, particularly Book II, is less a text-book in the science of grammar than a laboratory manual in the art of speaking and writing correct English. The plan provides for the alternation of grammar with composition, and for the larger alternation of habit-forming correct usage drills. It is the aim of the Potter, Jeschke, Gillett text with its continual and various appeals to real motives for speaking and writing, to make oral and written composition a delight to children and a welcome task. A feature of the book is the adoption of the group method or the socialized recitation for the correction of composition. The group method may be summed up in the slogan "Back to the Blackboard," with the class as auditors and spectators. It would be of the greatest assistance if the Potter, Jeschke and Gillet text could be used as a supplementary book in our elementary schools. It has a wealth of material relative to good, live composition work with hosts of inspiring subjects for composition. On page 145 is begun consideration of conducting "A Public Debate," and the average teacher will more than welcome its clear, workable directions. The number of sentences scattered throughout the book will meet a long-felt want.

"Good English." In Two Books. Elson, Lynch, Scott, Foresman & Co., Chicago. This text recognizes the superior value of oral speech, not only as a preparation for written expression, but also as a means of enlarging the vocabulary and giving power in the use of language. Great emphasis is placed upon correct usage. These authors believe that only through systematic repetition of language facts and of correct forms can a mastery of the principles governing them be translated into fixed habits of expression. Emphasis is laid on the use of the dictionary. One of the excellent features of the book is the general summary of Book Two, pages 305-310, and the summary of Book One on pages 311-329, making possible reviews at a glance, and each subject in review is referred to the pages of the text in which it is treated at length.

"English for Business" as applied in commercial, technical, and other secondary schools, by Edward Harlan Webster. Newson and Company, New York. The composition text in this book is designed to meet the needs of all high schools that aim to prepare pupils for the business of life. Careful attention has been given to oral composition and grammar, with special drill to develop speaking ability. Chapter IV contains the correct forms of constructions which give trouble in every-day speech. Written grammar has been closely related to composition activities. Many pages have been devoted to business correspondence, with letter-models written by experts, with pupil-letters included for the purpose of critical analysis. The book is essentially a practice manual. Subjects for sales talks have been scattered throughout the book. Chapter IX sets forth the principles involved in a good sales talk—namely, narrative, descriptive, expository and argumentative ability. Elementary school teachers will find much that is helpful in Chapters II and III on "A General Study of the Paragraph" and "The Grammar of the Sentence." Chapter VI on "Word Study" devotes attention to the subject of the vocabulary and how to broaden it. In Part Two, the "Principles of Composition Applied to Business," as in "The Newspaper," "Advertising," "The Business Letter," "Oral Aspects of Business Communications" as in "The Dictation of Business Letters," and "The Telephone Message," "Parliamentary Procedure," "After-Dinner Speaking," can be studied with profit, and applied with advantage in all eighth grades. The appendix deals with the essentials of English grammar in a concise and practical form.

"Working Composition," by John B. Opdycke. D. C. Heath & Co., New York. This book insists that there can be no profitable separation of oral from written English, at least so far as elementary and high schools are concerned. "Work calls for ready and versatile expression in both oral and written form and for quick transitions from one to the other." Chapter II, "Speech About Work," deals with "The Importance of Accurate Speech," "The Use of the Dictionary," "Overused Words and Phrases, Misused and Abused Words and Phrases."

"Oral English," by John M. Brewer. Ginn & Co., San Francisco; price $1. This book contains directions and exercises for planning and delivering the common kinds of talks, together with guidance for debating and parliamentary practice. The author says: "Oral English is taking its place in schools and colleges as a subject independent both of literature and of written composition. Moreover, the study itself is changing, passing from practice in imitation of lofty masterpieces, with the elocutionary style, to direct, effective speaking without unnecessary adornment." Chapter IV contains valuable suggestions for improving the vocabulary. Chapter X deals with "Good Use of the Voice." Chapter XI considers speeches for "Special Occasions." Part II deals with "Argumentation and Parliamentary Law."

"The Well of English and the Bucket," by Burges Johnson. Little, Brown & Co., Boston; price $1.25. The author says: "Skill in the use of practical, written English, while it is so large a part of a journalistic equipment, belongs exclusively to no vocation or group of vocations. There is only one standard of good English. The fact that the terms 'newspaper English' and 'college English' have in the past meant definitely different things, seems to be an aspersion upon the college as well as upon the newspaper." The book is a collection of essays that have appeared in different publications and extend over a varied period of time. Here is a sentence that should be heeded by every teacher: "If we want to know the effect of what we are doing in the classroom, let us look to see what the students are doing outside of it when they are free to follow their own desires. If they do not on their own initiative carry on activities springing out of their studies, then you may count on it, however well the tests are met, that the studies are of little value." In the chapter entitled "Grammar—The Bane of Boyhood" the author says, of the usual run of grammar and composition text-books: "The exercises in composition that I find there are all addressed to the child's teacher. If it be true that half the secret of good writing lies in a sympathetic consideration of the reader's point of view, then we must bid our children write to children and not to adults. My small boy's practice must deal with the every-day life that surrounds little children. The boy's task must be to interest his associates. To express their ideas, these children in the elementary schools must have vocabulary. If all the time that has been devoted to technical grammar in the school life of children ten to fourteen years old, had been given to word mastering, there would be better writing in the high school. The walls of the schoolroom must not shut out all sound of the outside world. * * * Without a text-book, but with common sense, the teacher points out good models in many text-books, or in that ubiquitous home text-book, the newspaper, and above all, the teacher will keep her pupils writing, for an art is mastered after all only by practice. * * * A poor teacher must go by rule and formula. Take away her book and she is lost." This will fortify those of us who like to break away from the book.

"English Spoken and Written," by Emerson and Bender. The Macmillan Company, New York. The object of this series is to give power to use and appreciate English in oral speech and written form rather than to limit the results of study to a knowl-

edge of grammar. Considerable attention is given to the subjects "How to Use the Dictionary," "Synonyms and Antonyms" and "Word Building," "The Paragraph," "The Topic Sentence" and "Making an Outline," all practical and valuable.

"Language Work in Elementary Schools," by M. A. Leiper. Ginn & Co.; price $1.25. The author says: "The teacher who does not take cognizance of the language used in all the various recitations, and try to bring it to a high state of excellence will find the work of her regular language exercises barren of lasting results." "Language reveals one's character. The chief aim of language work in our public schools should be to lead our children to think accurately, to feel deeply, and to use the English language correctly. Avoid formality." Language work is apportioned to the eighth grades. Particular attention is devoted to "Language Work in Rural Schools." The appendix is rich in language work material, in memory gems and in poems.

"Oral English or the Art of Speaking," by Antoinette Knowles. D. C. Heath & Co., Boston. This text considers "Our Purpose in Studying the Art of Speaking," "Delivery," "The Speaker's Use of the Four Forms of Discourse," "The Speaker's Equipment," "The Art of Phrasing," "Argument and Persuasion," "The Game of Debate," "How to Use a Library," "Team Work," "Speeches for Special Occasions." The exposition of (I) "How to Get the Thought," (II) "How to Hold the Thought," (III) "How to Give the Thought" is most practical and illuminating.

"Lessons in the Speaking and Writing of English," by John M. Manly and Eliza R. Bailey. D. C. Heath & Co., Boston. Here the claim is advanced that while not every grammar school child can or should be turned out a stylist, every human being can be taught to express himself without grievous faults in English, clearly and simply and forcefully, upon subjects within his range of experience and thought. Teachers ought to welcome this: "In general we have retained the old established definitions because, even when faulty, as they usually are, they have the advantage of having been subjected to interpretation by generations of teachers." The lessons have been so arranged that portions of them can be detached, without marring the intent, by those teachers who may desire less technical grammar, and in the early pages there is a suggested arrangement of composition and grammar lessons that will add greatly to the utility of the book.

"Our Bird Book," a Nature Reader, and an educational plan for the study of our common birds, for use in schools. By A. C. Webb, President of the Tennessee Ornithological Society. Illustrated by the author. Doub & Co., San Francisco. Instead of being merely stories about birds, this book presents a simple and definite plan whereby any teacher and class can make an educational study of the birds near their classroom during all or any part of the year. The value of birds to mankind is strongly emphasized throughout the book, especially as relating to the agricultural interests of our country. Bird study will make a boy look and think, study, observe —and think again. From the ruthless sportsman, he becomes the protector of harmless living creatures, and develops traits of character that grace our highest citizenship. On the long sheet in "Our Bird Book" are pictures of birds in their natural colors. Scattered throughout the book are pages specially prepared where these pictures are to be mounted. Opposite the picture page is a blank page on which the pupil-student is to record the result of his observation of the birds—its coming, its song, its nest building, its care of its young, and its going. The arrangement of the lessons and the manner of them, together with the interest of the text and the many illustrations, certainly make "Our Bird Book" unique and to be welcomed and prized by our boys and girls.

"Essentials of Business Arithmetic," by George H. Van Tuyl. American Book Co. This book has been prepared to meet the needs of business schools and academic high schools where an intensive study of the most important topics of arithmetic is required with a view to developing skill in the fundamental operations. The book is also adapted for use in the upper grades of elementary schools where a business training in arithmetic is desired. Excellent features are the clear and full explanations, the short methods of solution, and the many suggestions made for rapid calculation. We should bring into our eighth grades this book of Van Tuyl's for reference and for elucidation of many of the operations with numbers.

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By George Willis Botsford and Jay Barrett Botsford

In a remarkable way these authors have succeeded in bringing the story of the world from the first purpling of the dawn of civilization to the wonders in science and the industries today within 500 pages. They are brief without being lifeless. They have winnowed wheat from chaff, without soliciting your praises therefor. They have woven fact into fabric that is attractive in itself. They have availed themselves of every latest feature of the book-maker's art and the pedagog's skill, in order to make everything clear.—Journal of Education, Dec. 6, 1917.

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A FOREIGN CLASS IN BERKELEY'S EVENING SCHOOL

By Zona Williams

English for foreigners is the official designation of an unusually interesting class in the Luther Burbank Evening School in West Berkeley.

During the past seven years the physical appearance and personnel of the group have changed many times with seemingly no effect upon its atmosphere of genuine simplicity and earnest endeavor. Representatives of the Latin races now fill the seats which a few years ago were largely occupied by the children of northern countries. A few of the latter are still in other departments of the school, but the greater number have found their places in the business and industrial world, no longer handicapped because of their inability to understand English. Not a few of the former members of this class are successful business men of Berkeley, proud of their investments in Liberty Bonds, while others have voluntarily gone into training.

At present there are citizens of fifteen nations varying in mental unfoldment from the poor unfortunate who has never learned to read or write any language, to the graduates of European universities seeking English for matriculation at the University of California. Austrian and Russian, French and German, Hindoo and Jap, Mexicans, Greek and Italian laborers, find here companionship, sociability, and culture. No false pride or race discord has ever been manifested. The nations represented may fight at home, but here the children are vague about the causes and are trying to understand the American point of view.

All are eager to learn. All are strangers in a strange land under a new form of government, facing the same economic, industrial, and social problems. Thus through mutual sympathy they are welded into a social unit, even though speech is halting.

When once this social, homelike atmosphere permeates the classroom there is no question as to attendance, for the hungry souls crave food, the idealistic natures demand congenial fellowship. The students will be present under the most trying conditions, for usually the school affords the greatest pleasure of life.

The desire to get ahead, to find better jobs, to become American citizens, to understand our different civilization, leads numerous aliens to our evening schools, but only a small number of them stay for any length of time unless they find there an atmosphere of live, interested activity and fellowship. Man's will is not always strong enough to spur the tired body to further exertion, but when his heart is touched and emotions aroused, he lives above the physical. Educators everywhere are prone to forget this, so classroom work becomes monotonous and dead.

Methods of instruction are necessarily very different from those employed with English-speaking students. The foreign pupils frequently learn to read and write English well without being able to understand it, so the teachers employ various means of interpretation, seeking always to secure the participation and assistance of the class. They give class work for everybody on enunciation, pronunciation, and blackboard drills, for this practice increases sociability and gives self-confidence to the timid, besides intensifying the power of the teacher, for one learns from the other. Reading and composition are taught in smaller classes, and group work is provided for those needing special instruction in certain subjects or seeking admission to higher institutions of learning. New immigrants demand individual instruction for varying lengths of time, but usually work into classes quickly.

A number of fairly good readers for foreigners are used, but none have proven entirely satisfactory. The best give many lessons in dialogue form on practical subjects, but try to cover too much ground, so become tedious before finished. More selections from good literature, stories, or poems to be read for the pure joy of reading would give increased value.

The lessons on government prepare the men for a higher class, in which they study the Constitution of the United States and are prepared for citizenship. It has become a custom of this class to celebrate once a term in honor of its new citizens. The latter, together with judges by whom they were questioned and prominent educational officials, are the honored guests at this supper. Representatives of many nations tell why they came to the United States and what citizenship here means to them. The program closes with "America," thoughtfully and reverently sung, and a salute to the flag of the adopted country.

THINGS THAT ARE DIFFERENT IN THE BOISE HIGH SCHOOL

By Muriel Eastman Martin

There are many things in Boise that are different from other towns of the East or West, and there's a reason. To begin with, the home-dwellers have for a long time called the place Boise, lovingly pronounced Boi'ze, proceeding independently from the geography instruction of "Boise' City" and the vernacular of "Boyce" or "Boyce City." This same independence is manifest in the way the schools are conducted. The people allow the City Superintendent and the principals real latitude in carrying ideas over into the realm of reality, which makes it possible to introduce real innovations.

In the high school at present some of the things that are different from nearly all other schools are as follows:

In the matter of admission an applicant's age and previous history are considered, as well as the credits that he brings with him. If he is of mature age, say sixteen, and has been unable to finish grammar school because of farm work or other necessary employment away from the vicinity of a high school, he is still allowed to enter the Boise High School. His ability to do the work then counts for more than the credits he has brought. If at the end of his first semester his report shows that he is doing average work, he is allowed to go on without further question of his previous preparation. This privilege, however, is not accorded to young pupils of thirteen or fourteen; they are put into the intermediate grade best adapted to their preparation and needs, and urged to finish the regular course before trying to enter high school.

This year the plan of supervised study is being very carefully tried. Each period is a full hour in length, and at the discretion of the instructor is divided into two parts: one for recitation, the other for partial preparation, at least, of the next assignment under the direction and assistance of the instructor. This plan is working out well; it gives an opportunity for personal contact between student and instructor which is hard to get in schools in which the enrollment is large. In Boise it is betwen eight hundred and fifty and nine hundred.

In the matter of grading, the system is unusual. In any class the instructor does not expect the same thing from every member. The ability of each pupil is considered, rather than some subjective standard in the mind of the teacher. A normal

distribution of ability is assumed in each class; and from averages computed from grades covering a period of eight years past, a certain number of 1+'s, 1's, 2+'s, 2s, and so on, are found to be a just proportion and the grades are so distributed.

From my standpoint of a former teacher in California, a substitute in Boise, and a fond parent with a child in high school at present, I do not entirely approve of the grading system. Like all mechanical devices, it has a "dead spot" in it, and I merely mention it here in fairness to the school. It is an honest experiment to work out a method of grading that shall be just.

This year finds in the high school an assistant principal for girls. This assistant is in no sense a supervisor of teachers, but she keeps track of girls who need special help in their school work, and sees that they get it. The conduct of the girls is under her supervision, and in this field her policy is constructive. She does not emphasize misconduct as much as she emphasizes the fine things in the high school girl. A part of the constructive program is the organization of the girls into groups in which the emphasis is placed on the things they can do for themselves. Thus far, since September, the following clubs have been organized, each under the supervision of a member of the faculty: knitting, housekeeping, outdoor, folk dancing, music, Spanish, modern drama, and gymnasium.

Until a year ago, Boise High School had a Student Body Association, which, like almost all associations, had grown objectionable from the standpoint both of the faculty and the students themselves. It was undemocratic, as a small coterie of aggressive pupils found it possible to dominate the meetings. Its membership was not always sufficient to make the body truly representative of the school. There was the tendency of the Student Body to act without consulting the administration of the school.

This year all is changed. A Student Council, composed of two duly elected members from each class and four from the school at large, is responsible for the conduct of school affairs. The Council, however, does not say the last word, as the principal retains the veto power, and faculty control is not given up. The plan is working well. It is thoroughly democratic, and every student in the school is a part of the student body. Activity in the affairs of the school is taught as being essential to good citizenship in the school. There is a decided tendency to hold the members of the Council accountable for their acts, and there is a willingness to support the proper acts of the Council. The scope of this article will not permit the full discussion which this helpful innovation deserves. The result that it is producing can be realized slightly by considering that the expression "good citizenship" is a phrase now frequently used by the students in discussing school matters, while heretofore the idea generally obtained among the pupils that it was the duty of the faculty, not themselves, to maintain proper order in the school.

A remarkable development along a very different line is the successful management of the school farm of forty acres. The boys taking agricultural courses spend half of each schoolday at the farm. The farm buildings were built by the students of the manual training department with the exception of roofing the dairy barn. The plans for the buildings were made by the mechanical drawing department. One man resides at the farm and works there, but the greater part of the work is done by the boys. In the period from May 31, 1916, to November 1, 1917, the farm showed a net profit of $487.17.

The same practical management obtains in the Home Economics Department and cafeteria. The cafeteria, one of the best in the city, serves a noonday lunch to faculty and students desiring it, and also serves the school dinners and banquets, all at a slight profit to the department. The food cooked by the Home Economics Department is utilized as far as possible in the cafeteria or sold, instead of being eaten by the pupils.

There are still problems to be solved in the conduct and management of the Boise High School. But the foregoing unusual experiments show the methods in a few instances which have been used in solving some of the common problems of all high schools. Doubtless the initiative of the school authorities, backed by the support of an independent community, will work out other interesting results, which will be added to the list of things here briefly touched upon as being different in the Boise High School.

* * *

SPEND A YEAR AWAY FROM HOME

By Katherine Wackler

Traveling is one of the factors of a good education. If you cannot travel, change your environment occasionally. How? Exchange with some instructor. Be not like the woman who for forty years never left her home, and then only to visit a sick friend three blocks away!

To see how others live and think, to exchange ideas with those distinctly opposed to one's views, to observe the local coloring of places far from one's own home or country—these broaden and change the point of view, not only to the benefit of oneself, but to the advantage of all with whom one comes in contact.

Some of the strong teachers of the State exchange for a year with a colleague of the East, South or Middle West. Then they come home with new ideas, new ambition and energy, and a feeling of increased satisfaction with their own State. They not only feel younger, but happier and richer. Their work seems easier and more delightful.

* * *

THINKING

If you think you're beaten, you are;
If you think you dare not, you don't;
If you'd like to win, but you think you can't,
It's almost a cinch you won't.

If you think you'll lose, you're lost,
For out in the world we find
Success begins with a fellow's will:
It's all in the state of mind.

If you think you're outclassed, you are;
You've got to think big to rise;
You've got to be sure of yourself before
You can ever win a prize.

Life's battles don't always go
To the stronger or faster man,
But soon or late the man who wins
Is the one who thinks he can.

—W. D. Wintle.

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Grade Teachers' Clubs

By Selina Burston

The Grade Teachers' page is published to promote the welfare of the elementary school; to cultivate a closer feeling of fellowship; to discuss fairly, freely and truthfully all questions which may be of interest to teachers and to the community at large, and to use its influence and its columns to bring the general public to a realization of the value—educational, cultural and moral—of the grade teachers to the community. "The teacher is the school."

* * *

VICTORY

He who learns to train flowers round his crosses,
Will make life's barren gain sanctify life's losses.

S. B.

* * *

In our industrial, social, civic and religious democracy, everything waits on education. No real progress and no lasting improvement in any line of life is possible except through the better education of the people.

—Philander P. Claxton.

* * *

Yet, sometimes glimpses on my sight,
Through present wrong, the eternal right;
And, step by step, since time began,
I see the steady gain of man;

That all of good the past hath had
Remains to make our own time glad,
Our common daily life divine,
And every land a Palestine.

. . . . . .

Through the harsh noises of our day
A low, sweet prelude finds its way;
Through clouds of doubt and creeds of fear,
A light is breaking calm and clear.

—John G. Whittier.

* * *

THE DRAFT LEVY OF MODERN EDUCATION

There is but one qualification essential to the good teacher, and that is the power to inspire. Other qualifications are desirable—extensive information, knowledge of child psychology, keen observation, quick intuition, refined manners, and all the other good qualities which can be conceived of as pertaining to a finite being. But the highest educational achievements come from, and are in direct ratio to, the teacher's ability to inspire effort.

This power is a direct outcome of sympathy, to which all normal children respond; and to inspire a child to his best efforts the teacher must have the child's welfare so much at heart that he unconsciously transmutes her broader knowledge and experience into that finer thing called inspiration. But inspiration is a force, involving the expenditure of energy. That energy must have a source, and the source is the nerve center of the teacher's body. With some pupils very little expenditure of this nerve force is required to produce motion. Some young souls are ever winged, and a breath stirs them upward. With a majority, however, interest must be gained by arousing the child's curiosity and providing the means of gratifying it. He must be patiently led through the narrow avenue of his limited interests to higher and broader planes. Interest can not be awakened in a child by generalities. Some detail that has interest for him must be seized upon, enlarged upon, broadened. Hence, in addition to the inspiration necessary to rouse the child's mind, much accurate knowledge on the part of the teacher is imperative. With some pupils the teacher must constantly strain her powers to induce anything approaching interest in their studies. There must be insistent, persistent pressure, constituting a solid day's work. For it goes without saying that all the pupils in the class must be brought up to the standard and complete the course of study prescribed. Yet, all the while, the teacher knows that with some pupils a satisfactory degree of success is unattainable, and that she is trying to make "bricks without straw."

When we consider that in a class of forty-five it may not be possible to interest any two in the same subject, we begin to realize the heavy draft that modern education levies upon the teacher's energy. Then again we must bear in mind that no two persons work alike. They have not the same basis of information, their mental processes do not follow the same lines. When a conscientious teacher, therefore, is set to develop the minds of a room full of children under a system where every step of the progress is laid down by a higher authority, and where there are the continual interruptions and intrusions that are unavoidable in the large modern school, the already heavy draft is increased.

And "above all and over all and through all," "at all times and in all places," "in sickness and in health," teachers must correct papers, mark them, register standings, and make out reports, and as soon as one set is completed, hurry on to another. And all this in addition to maintaining the ordinary discipline of the schoolroom, which not infrequently is the heaviest draft of all. Yet it must be attended to faithfully and conscientiously, for the teacher knows her duties. She knows, too, that she should never be irritated; that no impatient word should ever escape her lips; but sometimes exasperating, trifling and irresponsibility are more than her already overtaxed endurance can bear, and the crime is committed—the impatient word is spoken. Very possibly a "higher-up" in school authority would have dealt with the case more drastically—very possibly the word would have been spoken much sooner and with greater emphasis in the home—but in the latter cases it would not have been a crime. When uttered by a teacher it is commented upon in school and out, at home and abroad, not always very mercifully. Then the deadly draft attacks the teacher's energies from another angle.

It is small wonder that the teacher who conscientiously tries to apply the accurate and artistic methods which distinguish the new education from the old, not infrequently becomes a worn-out, exhausted mortal, with "school-ma'am" written on every line and angle of her body, a creature who crawls home every night to correct papers as long as she can keep awake, and who spends Saturdays and Sundays preparing for another week's grind.

The fact that in spite of the heavy draft levied upon their energies, some of the teachers survive to live luxuriously upon their retirement salary; that many of them are occasionally known to smile; that a few of their number can pass along the streets without hearing the small children say with conviction, "There goes a teacher," argues well for the strength and vigor of the average Californian constitution.

The nobility of modern educational ideals can not be questioned. The public is entitled to have them worked out in the public schools—if it is willing to foot the bills. But, like most good things, they are costly. They involve, first, salaries that will justify an expensive preparation and will tempt the brightest minds to enter the profession and stay there. Second, the reduction of the number of pupils in a class to that which a teacher can control and inspire without undue strain on her own bodily powers. Third, abundant provision of material for teacher's and pupils' use in the schoolroom. Fourth, the prohibition of any teacher from handling more than two grades at one time in a system of grade schools. Fifth, latitude for the teachers to express originality and to develop each subject in their own way. And last and most important, the appointment of men and women with a vision as educational experts—men and women who will have time to look at the stars, as well as time to peer into a microscope.

Such a transformation would involve doubling the present cost of the public schools, but attempt to get modern education for half what it costs, and to get it at the expense of the teachers, is unwise, unjust, and niggardly. Teachers ought not to be expected to give it for the money paid them—and a large number of them do not.

* * *

CONSERVATION OF CHILD-LIFE IN FRANCE

By Ruberta Tanquary

There are in France more than a million war orphans who have applied to the state for assistance. And the end is not yet in sight. The tardy law freeing the fathers of six or more children from military service and sending them home to their families, and the law that took the fathers of three or more children from the front trenches and sent them to the back lines will do something to prevent the increase of the ghastly number of orphans. It can do nothing to diminish the number of fatherless children needing food and clothing, care and education. France realizes that her future depends upon her children, that reconstruction must begin with repopulation. If no way has been found to stop the depopulation at Verdun, in the Somme—in all the trenches—a practical way has been found to decrease the depopulation thru infantile mortality.

Man has raised his voice for years in favor of increased population, and a greater birth rate. Woman has now put herself

to the work of decreasing the death rate of children. So effective and wise has been her efforts that in a single village of 6,000 inhabitants the infantile death rate was more than cut in half last year. This was in the town of Montmorency, where a free dispensary-canteen for 500 children was opened. The object was to give to mothers advice and help, milk and other proper foods for her children, as well as instruction in their preparation. Baths and clothing, medical advice, treatment and remedies were added—all at the small cost of $560 per year—a fraction over a dollar for each child.

The power of such an organization has been increased by a law recently passed which says all nurslings and young children shall be submitted to a doctor's inspection once a week. If the mothers or nurses do not comply they receive a notice from the city hall and a visit from a visiting nurse. The response to this effort has been gratifying, and the work is being extended as fast as money can be found to meet the needs; for most of the mothers are keenly awake to the benefits derived from such an organization, and are only too glad to accept intelligent sympathy and help in her arduous task.

The Consultation de Nourrissons, where the mothers bring their children, is held at the City Hall, in a police station, or anywhere a suitable room can be obtained at a small or no cost. No salaries are paid, there is no waste or possibility of graft. The doctors give their services and the visiting nurses, who go to the homes to counsel mothers and to care for the children that for any reason cannot go to the Consultation, are devoted women who have divided the work in such a way that each does a share, but no one is burdened. The baths and treatments at the Consultation are given by girls aged from 17 to 20 and more, who have taken a course of training in the Institut de Puericulture, a maternity hospital belonging to the government. They have divided the work in shifts, each shift having its hours and days of service. They do not look on this work in the light of a social fad, but they face it seriously as a patriotic duty, much as a soldier does his military service.

* * *

WHAT CONSTITUTES SUCCESSFUL TEACHING

1. A teacher should have a good mental outfit. He should be well informed, and to his stock of information there should be daily additions from varied sources. He should especially read books and papers devoted to educational work. Better read too much than too little.

2. Discipline in a school must be maintained at any cost. The teacher must be master in the schoolroom. Theoretically, one may be opposed to corporal punishment; practically, he need not express a positive opinion. But the teacher must control the school.

3. The teacher must be persistent in exacting thorough work. A careless oversight on the part of the teacher does not tend to exactness on the part of the pupil. Vigilance should not be relaxed nor what are termed small things be overlooked.

4. All mathematical problems, however simple, solved by the pupils, should be explained by them, that the teacher may be assured the problems are understood.

5. The teacher should avoid telling the pupils too much when questioning them. They should be compelled to depend upon their own ingenuity and draw upon their own resources as much as possible. It is thus they receive benefit, and grow in mental power.

6. In giving directions to his pupils with regard to work to be done, the teacher should not find it necessary to repeat. The pupils should be disciplined in the matter of giving quick and intelligent attention to every remark made to them by the teacher. So valuable time is saved and a good habit cultivated.

7. Very long lessons should not be assigned. Better too short than too long. When very long, the preparation cannot be thorough. Parents are largely to blame for the fault of long lessons. Too many of them have the idea that getting through a book is equivalent to mastering its contents. But the teacher should go slow enough to do thorough work.

8. In questioning pupils, the teacher should be patient. Give them time to comprehend the question in every instance. Put it in a different form only when assured that the first cannot be understood. The art of questioning is a somewhat difficult one to acquire, but is of very great importance. A question may suggest the answer, or it may be so obscure as to confuse the pupil. The former error is most common, and should be especially guarded against.

9. A teacher should not talk too much in the schoolroom. He should not talk much about discipline, and the children should do most of the talking about the lessons. He should also be very judicious in according praise or blame. Compliments should not become cheap, nor should censure be too harsh.—Educational Review.

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Southern California Section

Under Direction of
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Editorial

LOS ANGELES MEETING OF CALIFORNIA TEACHERS' ASSOCIATION (Southern Section)

Since the last issue of the Journal, the California Teachers' Association, Southern Section, has held its annual session conjointly with the Institutes of the various southern counties. Educationally, the session was up to the usual standard. The war cloud of the East overshadowed all its deliberations and determined largely the theme of its discussions. By virtue of this, the teachers received a new baptism of patriotic inspiration, and no doubt have gone back into their schoolrooms with renewed love for their country and devotion for their work and to the children they serve.

One almost tires in reading the long list of speakers brought together for such an occasion and wonders if a more efficient plan could not be devised for carrying on such a convention. Many of them make trips half way or across the continent to give but an address or so, and often then the address is but mediocre, or gives in substance what is already being done on this side of the mountains. This doesn't argue that there isn't some educational value coming from the intermingling of the East with the West, but it is a suggestion that possibly the number and consequent expense can be reduced without seriously impairing the character of the session.

The annual business meeting revealed a peculiar political atmosphere. The officers and speakers in charge seemed to sense a decided unrest and dissatisfaction extant among the teachers, but so far as real action was concerned, not much of it materialized. It was evident, however, that not many of the old wheelhorse politicians appeared for inspection, and the younger blood was not bold enough to make a showing.

The question of $1.00 or $2.00 membership was left for future consideration, and the names suggested by the nominating committee were acted upon by acclamation.

When all the southern counties combine in such a convention the burden of arranging the programs and carrying the whole thing through to a successful conclusion is so great that great credit is due those who assume and discharge those responsibilities.

* * *

LOS ANGELES PRINCIPALS' CLUB ISSUES IMPORTANT PUBLICATION

Los Angeles Principals' Club in conjunction with the Superintendent's office gets out a semi-monthly publication under the title "Educational Journal," which promises to be of service in keeping the schools in touch with each other. It serves also as a medium for the dissemination of the Superintendent's bulletins. The editorial responsibilities rest upon Principal R. E. Pollick with Earl E. Hitchcock and E. D. Robertson close assistants.

Such a publication can be a means of establishing publicity in regard to local school affairs and have much to do in bringing about a greater unity of efforts along educational lines. The department devoted to the proceedings of Board of Education meetings is one to be commended and will be welcomed by the teaching force.

There is need for greater publicity as to the management of our school affairs. Not only do the teachers need to be kept well informed as to the things being done in all phases of the work so that they will not become narrow or selfish in their point of view, but the public at large ought to be more fully informed as to how their money is being spent and what advantages are accorded their children.

It is desirable and possible that out of this beginning will come a greater publicity, a greater co-operation of all the school forces at work in Los Angeles for the education of her children.

* * *

NEW DEFINITION OF TREASON NEEDED

Every day the war across the Atlantic brings to light some interesting elements in our own national life. The speech by Professor Cooper of Stanford at the recent session of the California Teachers' Association, Southern Section, reveals some peculiar forms of pro-German, anti-American sentiment, and leads one to believe that the anti-Prussian allies ought to get together and make a new definition of treason. That new definition ought to involve any act or word that tends to defend in any way the barbarous methods practiced by Germany in this conflict, or that speaks ill or belittles in any way the work or character of the allies who are united to make the world safe for democracy.

The most interesting fact in Professor Cooper's speech is that as long as he held strictly to his written discourse, he concealed his real attitude on the question, but when caution ceased to be the better part of valor, he revealed his true sentiments and clearly showed where his real sympathies were.

His blundering in this situation is characteristic of the blundering the Germans have made all through this world struggle thus far. Their minds are trained to follow in a beaten path marked out by somebody else, but once they leave that path they go floundering down to their doom. Their whole seeming gains thus far have been the gains of brute force acting on lines definitely laid out, and when they leave these they will find themselves in the same predicament nationally that their friend Herr Cooper is professionally.

It must be gratifying also for Mr. Cooper to find himself so ably defended by agencies of known pro-German tendencies, and to unconsciously bring to a head the issue concerning the teaching of German in our schools with the result that everywhere it is being discontinued, much to the embarrassment of schools and teachers whose patriotism can never be questioned.

Another way in which this pro-German sentiment revealed itself at this educational conference and calls for a new definition of treason, is the attack the Las Germania (a German newspaper) made upon Dr. Noyes for his vigorous speeches in behalf of America and her worthy allies. After devoting considerable space to belittling Dr. Noyes' addresses, this publication goes on to say:

"We respectfully advise Dr. Noyes that this nation is an associate of Great Britain in the war, but otherwise an independent nation not desiring the advice or consent of any British subject, not even that of a poet, in the management of our school affairs. If necessary, this nation must again reaffirm the declaration of independence in order to drive this matter home to our British cousins. We do not want any German propaganda in this great country, but neither do we want any that smacks of the British kind; and the Lord knows that of the latter we had to stand a thousand times more than from the former during the past two or three years."

The above quotation certainly reveals a sneaking attempt to stab an ally of America by making a personal attack on a guest of Los Angeles, a speaker whose ability and sincerity was appreciated by crowded assemblies of American teachers everywhere he spoke.

Some of us who have laid our first-born on the altar of our country and are awaiting with anxiety their transportation across the waters knowing full well that it would be an extreme delight for some Bosche to pick them off, have little sympathy for the contemptible spies in this country who, under the protection of our flag and our laws, seek to undermine our defenders and our allies. Although we may be too old to go "over the top" in Europe, we still have the strength and the courage to defend our institutions and our homes in our native land. And to some of us it would be an extreme pleasure to line up some of these enemies in our midst and give them of the kind their friends in Europe would give our boys.

* * *

WHY NOT A UNITED STATES OF THE WORLD?

There is considerable reason to believe that the nations of the earth are ready for the organization of a United States of the World. The tremendous development of all sorts of travel and communication during the last half-century, the increase in knowledge, the growth of a spirit of unity in the hopes and aspirations of all races, has brought about a condition calling for united action in the common purposes of mankind. The present world holocaust has demonstrated beyond doubt the utter futility of one people trying to impose upon other peoples by force of arms their peculiar type of civilization. It has united a world of thinking people against that form of tyranny which claims the assistance of Almighty God in treading out the just and honorable lives of any people. It has demonstrated the absolute necessity of a united

action of all sensible people to avoid any such future conflagration.

The United States fought out the question of secession, and determined forever the solidarity and common weal of her people. Had that conflict ended otherwise, then this country might have been torn from time to time with the internal dissensions that have afflicted Europe. But that struggle united this people into that nation which today stands pre-eminent among the nations of mankind as the champion of the rights of the common people.

It might be argued that there should first be a United States of Europe, but the conditions for such a consummation at this time forbid such a plan. There needs to be a stronger tie to hold them together than is possible in their present discord. The time is too close to the bitter feelings engendered by the present conflict. But all the nations of the world can bring about such a union. There can be formed a congress of representatives from the different nations of the earth. There could be elected by this congress, better yet by the franchise of the peoples of the earth, a president to be the chief executive of this congress. There could be an international police force, an international system of courts, in fact numerous departments would arise to handle all sorts of international relationships. All these things could be governed upon the principles enunciated in an international constitution.

The question of joining this United States of the world could be left pretty much as was the question with the colonies in America, but having once joined, the unity would be as complete as that tested by the great Civil War. There could be no secession.

It isn't too much to expect such a combination of all the forces of the world in this generation. The time is ripe for it, the need is imperative; let's pray that it be done.

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C. T. A., SOUTHERN SECTION

At the business session of C. T. A., Southern Section, the election of officers resulted in the unanimous and enthusiastic choice for President of Dr. E. C. Moore, President of the Los Angeles State Normal School; First Vice-President, Miss Bertha Hunt, Santa Monica; Second Vice-President, Arthur Gould, San Diego. Dr. A. E. Wilson was returned to the office of Recording Secretary, Carleton A. Wheeler to that of Financial Secretary, and G. E. Hadley that of Treasurer. Members of the State Council were elected as follows: Mrs. Grace Chandler Stanley, San Bernardino; Dr. E. W. Hauck, Fullerton; Miss Wilhelmina Van der Goorberg, Los Angeles; Miss Henrietta Visscher, Pasadena.

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VALUE OF BIRDS IN WAR

The value of birds in war is the keynote of the new series of educational leaflets published at the opening of the schools by the National Association of Audubon Societies from its headquarters at No. 1974 Broadway, New York City.

Heading the list is the bald eagle, national emblem of the country. Other birds described are useful in food conservation, for they help the production of crops by destroying insects and eating weed seeds. Among them are the bobolink, the meadowlark, the towhee, the white-throated sparrow, the downy woodpecker and the scarlet tanager.

The leaflets are intended as an aid to teachers and to others interested in giving instruction to children on the subject of birds and their usefulness. They are prepared by Dr. Frank M. Chapman, a well known ornithologist, and by Mr. T. Gilbert Pearson, the secretary of the association, and the author of "The Bird-Study Book." Each leaflet is accompanied by a colored plate of the species of which it treats, and also by an outline drawing on which the pupils may paint these feathered friends in their natural hues.

There is also in preparation Case No. 3 of the Audubon Pocket Book Collection which will deal with the birds of the Pacific Coast.

The National Association of Audubon Societies is able to make this offer of assistance to educators through the generosity of Mrs. Russel Sage and others who made it possible to furnish these publications at a merely nominal charge for the use of the Junior Audubon Classes.

The plan is offered to all teachers in the United States and Canada, who are willing to conduct simple bird study classes. They assume no expense and receive much valuable material, including the magazine "Bird Lore."

* * *

How to Make Potato War Bread

Baked or boiled potatoes, mashed or put through ricer, can be substituted for one-third the wheat flour in any standard recipe for making wheat bread, biscuits, pancakes, waffles, doughnuts, pie crusts, etc. When potatoes are used, a little less liquid may be required in the mixing.

The Agricultural Extension Department of the International Harvester Company, Chicago, will send, free of charge to anyone, sample copy of war bread recipes.

* * *

"Machine industry and community life" is the special theme for December in the series of lessons on the war issued by the United States Bureau of Education, Department of the Interior, and now being studied by a million or more school boys and girls of all grades throughout the nation.

The Bureau's series of lessons on "Community and National Life," as they were termed by President Wilson in his original announcement to the schools, have now reached their third issue. October and November issues deal with the organization of modern industrial life as compared with pioneer days, the effect of war on commerce in nitrate, the war and aeroplanes, production and wise consumption, and similar topics. The idea of teaching the principles of conservation underlying successful prosecution of the war originated with the Food Administration, but the plan has now been taken over by the Bureau of Education. Prof. Charles H. Judd, of the University of Chicago, with the assistance of a corps of writers in the various fields, is preparing these Government texts for the pupils in the elementary and high schools.

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Are You Buying War Saving Stamps

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Department of Geography

With this issue of the Western Journal there is inaugurated a Department of Geography, with Dr. H. W. Fairbanks, Supervisor of Geography in the Berkeley schools, in charge.

It is hoped to make the department permanent and direct it along those lines in which it can furnish the greatest practical assistance to the teachers of geography. Aid and co-operation is asked from all those who are interested in this neglected but important subject.

The department will be open to short communications relating to any phase of geography teaching, questions of general interest will be answered by the editor through the Journal, and in every way the effort will be made to advance the cause of the New Geography in the schools. Address communications to H. W. Fairbanks, 1204 Tamalpais Avenue, Berkeley, Cal.

The Present State of Geography Teaching in the California Schools

One has only to look over the programs of the County Institutes and the branch State Teachers' Associations to realize that geography is at a very low ebb in our schools. For example, the subject occurs but once upon the programs of the many educational meetings recently held throughout Southern California.

Different causes have contributed to this state of affairs. One of the chief is that, owing to the lack of supervisors, the subject seldom finds anyone to take its part. Another cause is the very unsatisfactory condition of our schools as regards textbooks. While many advances have been made in other books, California is still confined to a text adopted ten years ago. As there is little hope of a betterment in this regard until the war is over, we have got to struggle along and develop methods independent of the regular text as far as this is possible. Another cause of the low state of geography teaching is the widespread indifference to the subject owing to a general lack of understanding of its real nature. I have found that teachers generally feel that they are not presenting geography to advantage, but they do not know which way to turn for help. It will require the united efforts of all lovers of geography to arouse our school officials to the importance for the new education of this old but much abused and much misunderstood subject.

The Drake Relief Model for California Schools

In the attempt to teach California geography, teachers are most seriously handicapped by the lack of any suitable map. An investigation of the map situation shows that at present there is not a single map of California to be had that is suitable for school purposes. Most schools are using only political maps which are so loaded down with names and the colors of the different counties that the children can make nothing out of them. It is a most painful thing to go into a fourth or fifth grade class and see the teacher trying her best to give the children some idea of their own State and practically making a failure because of the inadequate map. To know that the same condition prevails in the thousands of schools throughout the State should arouse everyone in an effort to have something done.

Plans are now being considered to use the Drake Relief Model and have it duplicated at such a price that it will be within reach of every school. This model was made at Stanford University some years ago by T. N. Drake, then a student. It is the best and most accurate model ever made of California. It is about five feet long by four and a half feet wide, being of sufficient size for classroom work and yet not so large but that it can be hung upon the wall. Through the kindness of the Department of Geology, Stanford University, the use of the model has been secured free of charge, and it is hoped that it can be duplicated in numbers at a price ranging between twelve and fifteen dollars. By the use of this model the teaching of California geography will become a pleasure for both teachers and pupils. The editor of this department will be glad to answer any questions about the procuring of the model.

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THE RESPONSIBILITY OF GEOGRAPHY IN THE PRESENT WORLD CRISIS

By H. W. Fairbanks

The Nature of Geography

The present-day conflict, in which one nation through the misdirection of its educational ideals as well as of its philosophy of life has set the world on fire, is leading us to question as never before the adequacy of our educational ideals and whether they are fitting us to take our part in the future brotherhood of nations.

The needs of the future for really intelligent men and women, able to understand and adjust themselves to the world environment, is so great that we must examine our schools critically to see whether they are doing their part toward the accomplishment of these ends.

President Wilson has recently called for an intensification of school effort to better meet the future. To no subject in the elementary schools does this plea come with greater force than to geography. No other subject relates us more directly to life, and none, I am sure we will all admit, is so poorly and inadequately taught.

Geography is the "sick man" of the curriculum. We know that something is wrong with geography, but most of us cannot say whether the trouble lies in our methods or is inherent in the nature of the subject. So widespread is the ignorance as to the scope and real nature of geography that some who should know better have said that it is merely a gathering point for scraps of information which we cannot conveniently put anywhere else.

Without attempting here a scientific definition of geography, we may say that for the child it consists in acquiring some simple notions of his relationship to this active, throbbing world in which he lives, together with other people, animals and plants, and where all are struggling for the fullest existence not only with natural forces but among themselves.

In the call made by President Wilson to so educate the children that they will be prepared to take an intelligent part in the new world that we hope will emerge from the present struggle and chaos, geography must, if we only awake to the opportunities which open before it, play the most important part of any of the common school subjects.

To begin with, we need a restatement of what geography really is, a statement made so clear as to forever remove the haziness which now exists. In the December number of the Journal of Geography, Professor Whitbeck, of the University of Wisconsin, who from his standing as a teacher deserves a respectful hearing, so far fails to grasp the true nature of the subject as to say: "There is no doubt about the kind of material that occupied the middle of the field of geography, but no man living would attempt to say where the outer limits of this field lie." If Professor Whitbeck is right, then indeed is geography an agglomeration of facts without unity—a hodge-podge of facts which have no relationship to each other and from the study of which we can gain no higher knowledge of the world and our relation to it.

If geography deals with a miscellaneous lot of facts about the world, the choice of which depends upon individual caprice, if it has no definite bounds as do other subjects of the curriculums, then indeed is our discussion in vain and our attempt to make it one of the chief corner-stones of the new education fruitless.

Until the view of Professor Whitbeck is proved, we shall regard it as a most unfortunate expression, one which carries us backward instead of forward and which should find no lodgment in the minds of geography teachers who are looking to the time when true geography shall have come into its inheritance.

Assuming, then, as stated in the earlier part of this discussion, that we may look upon the world as an organism throbbing with life, geography for the child consists in discovering his relation to it.

True geography no longer consists in learning the names of places, notwithstanding Professor Whitbeck to the contrary, but rather in discovering the causes which have made them worthy of our attention.

Method of Approach

The general failure of teachers to approach the subject of geography from the right point of view is a natural consequence of a lack of an understanding of its true nature. In a narrow sense, geography is a science, since it deals with the facts of the real world. In a broad sense, it is a philosophy, inasmuch as it attempts to explain and show the relationship between these facts.

We have been accustomed to teach geography largely from books, but we can never make it vital until we make the real world the basis of our teaching.

The geography of the future will be a concrete subject with definite bounds and will deal with facts in their relations instead of facts as bits of information. Before we can teach the new geography we have got to learn to think geographically instead of informationally. This is rarely done at the preent time, as anyone will

testify who has been in the classroom and watched the methods employed in the recitation.

There is not a text-book in the English language, or a course of study, as far as I am aware, that makes more than a feeble attempt to present geography in its true light as the **science of relations**. Open and examine any of the newer texts for school use and you will be unable to discover any criteria by the use of which the author chooses his materials. In addition to facts brought out from the true geographic point of view, you will find an infinite multitude of facts embracing every conceivable phase of both the inorganic and organic world—facts of industry, trade, manufacturing, civics, history. The authors evidently forget that they are trying to teach geography and heap their books full of facts which have no geographic relations.

The method of making geography largely a memory subject and teaching it from books is one of the chief causes of the present failure. If we would gain results we must approach it from the point of view of the environment in which the pupil lives. Here are found within reach of his observation examples of a large proportion of the problems which world geography presents. The first essential in correct geography teaching is to make the pupil familiar with his environment. This method not only supplies him with knowledge of the real world in which he moves, a most important thing from the standpoint of successful life, but gives him a basis upon which to reason about conditions of life in other parts of the world. The second essential is to be able to distinguish between the geographic viewpoint and the viewpoint of mere information.

* * *

MILITARY TRAINING IN FOREIGN COUNTRIES

A bulletin on the military training plans of the various nations, soon to be published by the Bureau of Education, Department of the Interior, shows the widest variation in type of training for boys of school age. Great Britain, although she has resorted to conscription in the present war, has not had military training of boys of school age except in the nature of strictly voluntary work carried on by private agencies. Australia makes military training compulsory for all boys 12 to 18 years of age, and New Zealand for boys over 14 years. In Germany before the war the only military training for boys of school age was by voluntary organizations and was without arms. Decrees issued during the war have provided, however, for preparatory military training for all boys over 16 years of age. The following is a brief statement of the practice in twenty of the nations of the world. Many of the statements have been obtained directly from the embassies or legations of the nations concerned:

BRITISH EMPIRE

Great Britain.—Strictly voluntary work carried on by private agencies.

Australia.—Military instruction compulsory for all boys from 12 to 18 years.

New Zealand.—Military instruction compulsory for boys over 14 years.

Canada.—Military instruction carried on in voluntary cadet corps.

FRANCE

Prescribed military instruction without arms, and rifle practice in elementary and higher elementary schools. Ages 9 to 13 years; rifle practice limited to boys over 10 years of age. Specially trained instructors. Strong organizations carry on the work of military preparation among older boys.

GERMANY

Voluntary organizations of older public school pupils and students of secondary schools. Training without arms. Decrees issued during the war provide for preparatory military training of all boys over 16 years of age.

AUSTRIA-HUNGARY

Austria. — Voluntary organizations for military training of pupils of secondary schools, under government protectorate. Optional rifle practice in the last two years of secondary schools.

Hungary. — Voluntary organizations in elementary, secondary, and higher schools. In many districts military instruction is obligatory in secondary schools.

SWITZERLAND.—Instruction in military gymnastics in elementary schools obligatory throughout the school age. Conducted by specially trained instructors. Voluntary rifle practice and military drill both with and without arms.

SWEDEN.—Compulsory rifle practice in secondary schools for boys from 15 to 18 years of age. Given by special instructors.

NORWAY.—Voluntary rifle practice.

ITALY.—Military training given as obligatory subject in "national colleges." Private agencies provide for simple military drill for younger boys.

SPAIN.—No distinct military training is given. Some simple drill is included in the program of physical training.

PORTUGAL.—No military training is given in schools. The subject of "physical culture," which is taught generally, includes simple drill without arms. Boy scout organizations are numerous.

RUSSIA.—Prescribed military gymnastics in elementary and secondary schools.

NETHERLANDS. — Military training given in voluntary organizations for boys over 15 years of age.

GREECE.—Very intensive military instruction is given in gymnasia, under the patronage of the king. Simple drill obtains in all public schools in connection with physical training.

JAPAN.—Military gymnastics obligatory in elementary, secondary, and normal schools.

MEXICO.—Obligatory military drill with arms in all primary and secondary schools. Regulated by state laws.

ARGENTINA. — Obligatory military training in the last two years of secondary schools. Specially trained instructors.

BOLIVIA.—Simple drill in connection with gymnastics.

* * *

VALUABLE PRODUCTS FROM WORTHLESS BRUSH

The yucca plant, or Spanish bayonet, common in the hills of southern California, is now being used for the manufacture of brooms. Another species of the yucca is used for the manufacture of surgeons' splints, and is being experimented with for use as artificial limbs.

The common manzanita bush, grown everywhere in California, may be of value in dye making. A carload of stems and roots was recently shipped from northern California to an Eastern dye manufacturer for experimental purposes.

The root swellings or burls of the wild lilac are proving valuable as a substitute for briar in the manufacture of tobacco pipes.

Bay rum, used in toilet preparations, is manufactured from the California bay tree, and quinine is produced from the wild quinine bush that grows widely over the southern deserts.

CLARK'S FOR A SINGLE FEE YOU JOIN ALL OFFICES
CHICAGO STEINWAY HALL ..... NEW YORK FLAT IRON BLDG. ..... BALTIMORE MUNSEY BLDG. ..... KANSAS CITY, MO. NEW YORK LIFE BLDG.
ST. PAUL EXCHANGE BANK BLDG. ..... CHATTANOOGA, TENN. TEMPLE COURT SPOKANE, WASH. CHAMBER OF COMMERCE BLDG.

The German Savings and Loan Society
(THE GERMAN BANK)
Savings Incorporated 1868 Commercial
526 California Street, San Francisco, Cal.
Member of the Associated Savings Banks of San Francisco
MISSION BRANCH, S. E. Corner Mission and 21st Streets
RICHMOND DISTRICT BRANCH, S. W. Cor. Clement and 7th Ave.
HAIGHT STREET BRANCH, S. W. Cor. Haight and Belvedere
DECEMBER 31st, 1917

Assets	$63,314,948.04
Deposits	60,079,197.54
Reserve and Contingent Funds	2,235,750.50
Employees' Pension Fund	272,914.25
Number of Depositors	63,907

The Teachers' Association of San Francisco

THE SCHOOL SURVEY

On December 4th a meeting was held in the Auditorium of the Girls' High School to discuss the chapter on Civic Education of the Claxton School Survey. The meeting had been arranged by order of the Executive Directory.

President Altmann called the meeting to order and presented Miss S. A. Hobe, who had been chosen chairman of the evening. Miss Hobe's theme was based on Tennyson's words, "The old order changeth." The teachers had come to learn what might be done under the new regime, and nothing was further from their thoughts than to make these meetings a series of indignation meetings.

Miss Hobe presented the principal speaker of the evening, Prof. C. E. Rugh of the Department of Education of the University of California. Professor Rugh said in part:

"Civic education is not a topic. It is an aspect of everything in the school. The wrong attitude of a child's use of material in school is fine training for a grafter out of school. Civic education consists of two processes: using property rightly, and giving allegiance where it is due. The most important asset of our country is its civic output. Democracy is safe only when based upon publicity and discussion. Civic teaching must be interpreted in terms in which the child lives, and this teaching must be carried on from the first to the last grade."

Mr. F. H. Clark, Principal of the Mission High School, followed in a ten-minute talk. Mr. Clark spoke of the great work done for the City of Indianapolis by Dr. Dunn, the author of the Survey Chapter on Civic Education. He commended the high ideals laid down in the discussion by Dr. Rugh, and concluded by stating that the business of our teachers of San Francisco is to vitalize our teaching and to receive the recommendation of the report in the fine spirit of Dr. Rugh.

Miss Hauselt, of the Hamilton Intermediate School, followed with practical suggestions drawn from her experience in teaching civics in the eighth grade.

These ten-minute talks were followed by interesting informal discussions from the floor. Among those who participated were Mr. Cecil Mack, Principal of Crocker Intermediate; Mrs. Prag, of the Girls' High School; Dr. Blanchard, of the Mission High; Miss E. E. Kelly, Principal of the Bryant School; Miss Ida Kervan, Principal of the Lafayette School; Mr. Addicott, Principal of Polytechnic High; Miss Gilchrist, of the Hamilton Intermediate; Mr. Altmann, of Lowell High, and Miss Agnes Regan of the Board of Education.

Mr. De Bell, Deputy Superintendent of Schools, in closing, congratulated the Teachers' Association on the spirit shown throughout the meeting. "Let us forget," he said, "the things which are debatable, and follow the suggestions in the Survey for the civic betterment of San Francisco."

Wednesday evening, December 12th, a meeting to discuss the Survey Chapter on Administration was held in the Girls' High School. Mr. Altmann presided. The principal speaker of the evening was Prof. W. W. Kemp, of the Department of Education of the University of California, who stated that the dual system of administration in the San Francisco School Department is the corner-stone of the whole situation. He cited the system in vogue in the Oakland School Department, which he claims makes for efficiency, for accuracy, for time-saving. The question is, "Is San Francisco ready to change from a system of dual organization?" The answer must be made by the citizens of San Francisco.

Dr. D'Ancona, member of the Board of Education, spoke in a more optimistic vein. He repeated that which he has already announced in public, that he, with every other member of the Board of Education, is ready to step down and out, should it be shown to him that it is for the betterment of the schools. He quoted from the Survey: "Our observations discovered a hearty and wholesome spirit in the school life. The relations between teachers and principals were cordial, and displayed a fine spirit of harmony and co-operation. Between teachers and children, there was good will and co-operation. The boys and girls were happy. Very little scolding or nagging was seen. At the same time, there was order and prompt obedience, with full recognition of authority and a quiet, polite behavior founded on mutual respect."

Dr. D'Ancona spoke of the patriotic duty which the teachers of San Francisco have to perform. All these discussions seem of very small importance in the face of the great questions of the day. The Survey highly commends the Civil Service System of the appointment of teachers. Under the old regime of an elected Board, each member appointed a teacher in turn —virtually a spoils system. Our neighboring cities have an elected Board and a Superintendent of Schools chosen by this Board. The framers of our charter changed this. San Francisco is unique. Is it some peculiarity of our people or a haphazard of the law, that we are different from our neighbors?

Superintendent Roncovieri, the next speaker, said: "There is absolutely nothing in the charter to forbid the Superintendent, after he has been elected by the people, to have all the power asked for in the Survey. The most important work the administrative body has to do is the selection of teachers. No teacher is appointed who has not been first recommended to the Board of Education, on which there are two teachers who are able to judge of the qualifications of the applicant. No other department has such a system. If unique, it is the best that has been found." In closing, Mr. Roncovieri paid a high tribute to the teachers of the department.

Mr. E. A. Walcott, of the Commonwealth Club, was presented as a citizen who has the welfare of his city at heart. While not especially interested in education, he has given his time to the work as far as it pertains to the city's good. The Commonwealth Club recommends an unpaid Board of Education, the Secretary and accountants to be appointed by the Board of Education, all others by the Superintendent, the Board to have full control of all affairs. This can be carried out only by agreement of a majority of the people. Make the Board of Education a lay body, have them appoint the Superintendent and make him responsible. The unpaid Board is a matter for debate, depending largely on the time given to the work by the members. The Commonwealth Club disapproves the recommendations of the Survey which give the Board of Education power to make its own budget, appoint its own architect, and build its own schools.

Miss Agnes Regan, of the Board of Education, spoke of the City of St. Louis, which already has this plan in effect, levying its own budget. The city is satisfied and claims the plan is a success.

Miss S. Jones, of the Board of Education, quoted the words of Commissioner Claxton: "A city does not have to do everything which a survey suggests. That which is recommended does not have to be carried out all at once. All helping, doing the little that can be done better, day by day, will make for a better school system."

The December meeting of the Executive Directory of the Teachers' Association was held in a committee room of the Board of Supervisors, Mr. Altmann presiding.

The Teachers' Welfare Committee, of which Miss S. A. Hobe is chairman, presented the following report:

"The Board of Education has informally expressed the wish that the teachers take charge of two funds amounting to $262.00, $162.00 undisbursed from a relief fund collected from teachers, and the sum of $100 given by the Misses Duffy in memory of their sister, Miss E. Alma Duffy, with the suggestion that it be regarded as the nucleus of a loan fund to be administered by this Association.

"It was decided that the Association assume this charge for the purpose suggested. That the fund be administered by a committee of five, to consist of (a) two members of the Welfare Committee chosen by that committee, (b) three members chosen at its first meeting, by the Executive Directory, a woman grammar school principal, a high school man (principal or teacher) and a primary school teacher, whose terms shall be three years and one of whom shall shall retire each year. That this fund be loaned to teachers on application to the Loan Fund Committee. No loan shall exceed $100 in amount, and a promissory note shall be asked for. That all matters connected with loans shall be regarded as of a strictly private nature. A report of the financial condition of the fund shall be made at the annual meeting of the Governing Council, giving amount of subscriptions and loans."

The above report was adopted.

The Program Committee reported that it is working upon the plans for the Survey lectures for the coming year.

The Chair appointed the following Committee on Club Rooms: Miss Alice R. Power, Mr. Richard Faulkner, and Miss Cecilia Gilchrist.

A communication was received from the Grade Teachers' Association asking that the Directory confer with the Board of Education to devise some plan whereby teachers may receive part payment for absence from school on account of illness. This was referred to the Advisory Committee, of which Mr. Altmann is chairman.

The Treasurer announced that there is now in the treasury the sum of $340.29, twenty dollars of which was received from Dr. Blanchard for the sale of copies of the Summary of the Survey after all expenses for printing the same had been paid.

A most enthusiastic meeting of representatives of the schools was held Thursday, December 13th, in the meeting room of the Board of Education. Dr. D'Ancona had called this meeting at the request of a little band of teachers who have the gift of vision, and who had planned to raise enough money amongst the teachers to send an ambulance across the seas. The idea was taken up at once, and even in these trying times when a dollar is asked for at every turn of the day, the teachers responded immediately. Already has the ambulance been ordered by the Red Cross, and down in the Union Trust is hidden away a goodly sum sent in by those who believe that he gives twice who gives quickly.

Should a stranger to the San Francisco School Department cast his eye upon the above lengthy report, must he not conclude that this work of professional study, of patriotism, of brotherly love, will be repaid a hundredfold in the betterment of that great asset of our country—our boys and girls?

FRANCES A. C. MOONEY,
Secretary.

A. ALTMANN, President.

* * *

To the Teachers, Pupils and Friends of the San Francisco School Department who are members of the San Francisco School Department Red Cross Auxiliary

Your auxiliary has been in existence for seven months, and has accomplished a great work. Your Executive Committee now desires to make a report of that work, as follows:

The books of the Treasurer, Miss Emma J. Barber, show that from May 1, 1917, to November 27, 1917, there has been collected the sum of $13,206.10, distributed as follows:

Memberships	$5231.00
Monthly pledges	$7975.10
Expended for materials	$3990.33

Number of pupils regular members of the American Red Cross Association, 2000.

Number of pupils contributing monthly, 24,500.

Average monthly receipts from pledges, $1200.

Your sub-committee in charge of the purchase of materials and of the sewing and knitting activities, Miss Genevieve W. Sullivan, Miss Ellen M. Bartlett, Mrs. Elizabeth Howe, and Miss Adeline B. Croyland, make the following report:

Sewing.—Finished work returned since May 1, 1917: Suits pajamas, 138; convalescent robes, 28; bed shirts, 138; pairs bed socks, 150; sheets, 1000; bags, 300; infirmary kits, 19; handkerchiefs, 4000; pillow cases, 96; comfort kits, 50; pincushions, 2000; wash cloths, 600; scrub cloths, 36.

Being Made.—Convalescent robes, 8; comfort kits, 50; pincushions, 2000; infirmary kits, 6; bed shirts, 48.

Knitting (Started September 1, 1917.)—Finished articles returned: Sweaters, 434; mufflers, 307; pairs wristlets, 182; helmets, 3; pairs socks, 39; donations, 8.

Being Made.—Mufflers, sweaters, wristlets; 6-inch knitted squares, 355; 12-inch knitted squares, 31.

Some of the knitting was done with seven dozen wooden knitting needles made by the boys of the woodworking department of the Polytechnic High School.

Your Executive Committee also reports the appropriation of $600 for the purchase of 586 Christmas packages to be sent in the name of the San Francisco School Department Red Cross Auxiliary to the boys in the army and navy training camps. Nine boys of the Lowell High School rendered efficient assistance to the ladies of the Executive Committee in assembling these packages.

You have every reason to be proud of the results of your industry and your generosity. True to the spirit of the Argonauts of '49, the San Francisco School Department was the pioneer School Department Red Cross Auxiliary. Recently, at the suggestion of President Wilson, other cities have founded Junior Red Cross Auxiliaries in the schools. San Francisco, having taken the lead as a full-fledged auxiliary, must maintain that position and must continue to set an example for other School Departments to follow.

Without the enthusiastic support of every principal, teacher and pupil of the public schools, none of these remarkable results could have been accomplished. You are all to be congratulated on your untiring efforts and enthusiastic devotion to this work.

Respectfully submitted,
A. W. SCOTT, Chairman;
ALICE F. HOLDEN,
J. P. NOURSE,
ELIZABETH E. KELLY,
ADA GOLDSMITH;
EMMA J. BARBER, Treasurer;
JANET WADE, Secretary.

Executive Committee, San Francisco School Department Red Cross Auxiliary.

* * *

MEMORY SELECTIONS

William T. Harris, formerly United States Commissioner of Education, once said that he looked back to the memory gems which he had learned in his childhood and youth as one of the greatest factors in his education. Every beautiful poem or selection in prose expresses an ideal toward which we grow; and every person grows like unto what we love. And so there is no greater force in the life of a pupil than the memory gems which he has made his own, his very self, and which he has learned under the methods of his good teachers of reading.

* * *

Our answer to the great appeal,
Americans, Americans,
Shall prove if we are clay or steel,
Americans, Americans.
Strike manfully for liberty,
Stretch helping hands across the sea,
And keep your own hearts clean and free,
Americans, Americans!
—Amelia J. Burr.

* * *

THE SECRET

All yesterday I knew full well
That something good was on the way—
The waters laughed and would not tell—
The oak leaves sang and would not say.

Today I know their secret, too—
Three larks are telling it about—
And just to prove that it is true
The pussy-willow buds are out.

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RECONSTRUCTION

Edited by Ednah Aiken

DEAD LANGUAGES

One immediate result of the war is the diminution of interest and attendance in the German classes of the public school. It is a hasty thinker who would claim such a retreat to be a patriotic movement. The President voiced the best thought of the nation when he stated that we were not fighting the German people, but rather the German system which is misdirecting the Germans. The reaction from this high stand is toward a taboo of all things German. But even were we willing to acknowledge an implacable hostility to everything and every soul "made in Germany," is it a wise patriotism which advises ignorance of the common enemy, of the forces and influences which have made him such?

It were not an international charity which would urge the rehabilitation of the depleted German classes, but a national self-interest. If the war is to drag along into another Thirty Years War, the boys yet in school will not be the less valuable as soldiers because of a knowledge of the language of their opponent. If the warfare should stop within the prophesied five years, a different sort of competition is inevitable to re-establish the things "made in Germany," and the man who understands German will have a distinct advantage over the man who must depend on interpreters and translations. Moreover, hard as it is now to believe, a happier day must break when we can return to our hearths and habits. Among the many changes, one will be that lost dogma of isolation. As European lads and lassies study, not for accomplishment but for use, several languages, so the boys and girls of America will find it profitable to take unto themselves, as a commercial and professional asset, not as an accomplishment of the old isolated days, one or more of the modern tongues.

Hate-Breeding

Though our leader, at the outset of the war, hitched our wagon to a star, it was inevitable that the passion of our "drive" should strain the stability of some of our straps and buckles. All propagandists who would keep up our war courage to participation point are not of the fine, judicial quality of Woodrow Wilson. And the deplorable destructive activity of many of our unrooted aliens has thrown fuel on the increasing hatred of everything German. Hatred breeds as fast as guinea pigs. Hate is a fast-sweeping contagion. It is not surprising that our children have taken it; that they are writing "verboten" over the door which leads to the German class.

Said a small boy, balking at the very threshold of his accustomed class: "Why should anyone now study German? It is a dead language." Related, that lad, in spirit to the elders who are fostering what they believe to be a consistent patriotism, as to that high school youth who wrote "Taboo" over his former study. "I don't want to study a dead language. I would rather study Latin."

Is it to be expected that the present taboo will degenerate into a vendetta? That the treasured books on science will be made obsolete because couched in a form now disliked? That Goethe will be shunned because of a name called Hohenzollern? One of the grandest ideas ever imprisoned in an art form lies in the first three parts of the Wagnerian "Ring." In that gigantic plot, Wagner flung the challenge to the best of the German world. When the awakening comes to Germany, Wagner will be hailed as the great instigator, the great revolutionary—greater in his inspirational symbolism than Marx, greater than Lassalle. Is it conceivable that prejudice against an outworn system will enable men to listen with content to the "Ring" done into French, no matter how exquisite, or into English, no matter how simple? Anyone who has thrilled to the rough Germanic syllables of the hero-song would not wish another to forego that revelation. "Den hehrsten Helden der Welt hegst du, o Weib!" Happily may we some day echo it, O Germany, as a fait accompli, and no longer as a challenge!

If we are to assist in the deliverance of the German people, it is not to be done by a dishonoring of their ideals. Wagner and Goethe are international. But they are first German. The world has blazed a trail to their door. The trail leads through the classroom.

* * *

A STEP NEARER

An announcement from a new school sounds like a dream come true, acknowledging that it aims to be: A school for children, to the extent of tapping the undreamed of stores of energy hidden away in their minds and souls; a council hall for parents who would realize their vision for their children; an inspirational center for teachers who would give of their spirit to their work; a meeting-place for all who would build toward the Great Community.

Writes its leader: "In this day, when theories of the state are being tried out, what of our education? Is that constructive toward the new social order which we vision? Our loyalty to the cause of humanity requires that we develop to the full the intellectual and spiritual energies inherent in our children. All knowledge of fact and skill in execution will profit naught if we fail to imbue our youth with a creative will, to train them in the ways of creative intelligence, to send them forth with a creative purpose toward the great whole of life. These are the things to be desired of education today.

The problem of government is one with the problem of education. Both have to do with the great life-process. That we are failing in either is because we are failing in life itself. We make school a thing apart from life, whereas it should be life in the beginning, and life should be school with a larger learning. If we are to realize our vision of democracy, we must rewrite our philosophy of education to accord with the principles of organic growth and development."

Home Cancellation

One of the most promising features of the new venture is a plan of seminar courses in method and philosophy to correlate home and school training, for mothers and teachers. There are a few teachers and principals who recognize the fact that the teaching of children is like snow-walking; what the children learn to say and think at school is cancelled often by lax or uninformed home practice. These few know that child-education, if it would strike a gait to go steadily forward, must intrigue the sympathy, and then the co-operation, of the people at home. Every thinking mother is convinced that child-education will limp until the school takes the home, the duties and obligations of the home, and the home-workers into active consideration. Every thinking member of a mothers' club feels missing the Hoflichkeit des Herzens in even that school which with the lips welcomes her; with diplomacy cancelling her! Home and school must march together. When the mothers' club becomes a parent-teacher club in actual practise, when parent and teacher work together for a common end, education will become a vital process.

The new school, which calls iself an **Institute** for **Creative Education**, has taken into consideration the uprising of the mothers. By so doing, it is apt to prove the adventure in education we have been awaiting. That it is a private school goes without saying. We are not yet so free that such an adventure may proceed by our so-called democratic avenues. But we lack sorely experimental schools to be beacons of faith to those who lag or doubt. Happily may this adventure prove such an experimental station.

* * *

THE PLACEMENT BUREAU

By Mrs. William Hyman

The Juvenile Protective Association, beginning February 1, 1918, will maintain a Placement Bureau at the office of the Superintendent of Schools, City Hall, on Tuesday and Thursday afternoons from 3 to 5 and on Saturday mornings from 10 to 12.

The first function of the Bureau, however, is not to place, but to endeavor by advice or part time work to keep in school all children applying for working permits who, for any reason, are not yet ready for employment.

Where this endeavor fails and placement is deemed necessary or wise, the Bureau hopes to co-operate with the public schools and employers of San Francisco in finding for these immature children positions which carry with them some training in skill, some future beyond the minimum wage and which avoid the blind alleys that child labor so abundantly provides.

The Bureau charges no fee for its services; it cannot fill rush orders. Its primary object is to bring the right worker and work together by carefully correlating

(a) a thorough knowledge of the prospective employee, his physical condition, scholarship, general character, special aptitudes and ambitions and home influences with

(b) the requirements of the employer and the nature of the employment offered.

After placement, the Bureau, by means of intelligent and conscientious after-care, will furnish incentives to keep the young worker moving onward and upward.

It is an effort to fit the school children of San Francisco not only for but into the work for which they seem best fitted

* * *

SAN FRANCISCO CITY FEDERATION OF WOMEN'S CLUBS

The fourth convention of this federation will be held on January the thirtieth, in the Palace Hotel Ball Room. The theme for the convention will be "Keep the Home-Fires Burning," and addresses will be given on education, immigration, the education campaign of the Red Cross; on recreation and physical education. Some of the speakers will be Dr. Dorothea Moore, her subject being "Concrete Democracy," in which she will cover in her comprehensive way the large subject of Americanization; Miss Signe Hagelthorn, Mrs. William Hyman, and Mrs. Max C. Sloss.

Second District Congress of Mothers

The regular meeting of the Second District Congress of Mothers was held on Thursday, December the thirteenth in the conference room of the Hotel Harrison, Oakland, Mrs. Reilly presiding. Reports from delegates filled up the morning session, following which an informal luncheon was served. The afternoon was devoted to reports of the various committees. The most noteworthy event of the day was the address given by Mrs. Reilly who, after commending the war-service of the different associations, warned the members of the danger of forgetting that the dedicated work of the members of mothers' clubs and Parent-Teachers' Associations is child welfare. While we strive to make this war a success for our flag, we must not forget those whom the flag is intended to protect. "Keep the home fires burning!" The tending of the home fires, individual and composite, is essentially the responsibility of every member of a mother's club.

San Francisco Congress of Mothers

The Education Committee of the San Francisco Congress of Mothers has launched a plan intended to be steadily co-operative with the work of the education committee of the Red Cross, and to be moreover, a manner of steadily increasing educative value to the members of the federation of mothers' clubs. For the benefit of the members of the congress a scholarship fund has been started for the Red Cross courses of the Red Cross and, specifically, and Dietetic. The education committee, believing that the work can be made more effective by the ability to talk about what has been learned, wishes to offer also a scholarship in public speaking for the University Extension term beginning in January.

The Congress voted an appropriation for four or more scholarships, two of these being awarded to members who are already taking advantage of the opportunity. At this meeting, Mrs. Max C. Sloss and Miss Charlotte P. Ebbetts were the speakers, their allied subjects being the educative courses of he Red Cross and, specifically, dietetics.

The Parent-Teachers' Association of the San Francisco State Normal School endorsing this plan of extending the educative work of the Red Cross Association, voted twenty dollars at a meeting, this sum to be put into scholarships for the next group of courses. The privilege of a scholarship from this fund will be awarded by the faculty to graduating members of the school, or by the Parent-Teachers' Association to its own members.

At their last meeting the members of the Normal School Mothers' Club enjoyed a comprehensive talk on "Food Values" by Miss Charlotte P. Ebbetts, state director of Home Economics. This association is financing and managing a weekly "movie" for the children of the school, the first timid step towards a social center.

At the Columbus School Mothers' Club, November meeting, Miss Gail Laughlin spoke on Social Problems; at the Denman, Mrs. Bell spoke on "Prevention"; a medicine cabinet, for First Aid, was presented by the club to the school. The Laguna Honda had Mrs. Abbie Krebs Wilkins for speaker. Mrs. Wilkins, who is a member of the City Planning Commission, gave an illustrated talk on the City Beautiful. The McKinley School Parent-Teachers' Association which is one of the most alert in town, held a chocolate drive for the soldier boys, netting seventy-five dollars worth of chocolate. The McKinley recorded another "scoop" by having Miss Stincen, the aviatrix, as guest of honor for the occasion. Miss Stincen thrilled the children of the school by her short talk on "flying."

A new club was added to the federated list, the Winfield Scott School taking unto itself a mothers' club. This organization plans to develop in the school a children's social center, for which plans are pretty well formulated. The officers of the new club are Mrs. Pullman, president; Miss Mary E. Thomas, vice-president; Mrs. Edward Rainey, secretary, and Mrs. Murphy, treasurer.

* * *

This club comes into life for a definite purpose. A social center for children is to be started in this school as a patriotic endeavor. Moving pictures, skating contest, story-telling, music lessons and folk dancing will be offered to the children of the Presidio neighborhood on Friday afternoons, the classes to be managed by the members of the Parent-Teacher Association. The McKinley School is organizing a similar center. The Pacific Heights School has classes in manual training on two afternoons of the week. This term there will be at least three or four schools whose doors will not be shut every afternoon of the week after three o'clock. When the school becomes the community home of each neighborhood, when happy activities, supervised play, specialized studies, and censored "movies" lure the children from the street, there will be less need to punish crime. One afternoon a week in two or three schools of a big city is a very small ounce, indeed; but it is the beginning.

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SUPERINTENDENT HUGHES OF SACRAMENTO

The interesting news comes from Sacramento of the re-election of Mr. Charles C. Hughes at a salary of $4200. While this is a goodly increase, it is only a moderate recognition of his highly efficient service as Superintendent of Schools.

Mr. Hughes belongs to the class of men who do things. Judged by accomplishment, he takes rank among the foremost school superintendents of the country. In his brief term of five years he has thoroughly modernized the education of his city—in several features, he has given it first place.

Mr. Hughes's aim has been not only to make the schools under his charge meet the needs of the community, but also to have them render the highest practical service. Upon his recommendation the Board of Education has established three Junior High Schools, a Junior College and a Night School. To meet local conditions, the Sacramento Junior High Schools include only Ninth and Tenth Year students. This division has done much to bridge the gap between the grades and the high school by carrying on the spirit and the atmosphere of the former and by eliminating some of the bad influence of the upper classes of the latter.

The Night School has been made most practical and appealing, as the enrollment of 2000 students attests. Besides courses in the more useful school studies, others have been organized in the vocational subjects. The large enrollment in classes in shop work, in dressmaking, in millinery, in weaving and in those designed especially for nurses, indicates their popularity. The foreign element also has not been overlooked. Courses for those seeking citizenship and for those wishing to have a reading and speaking knowledge of our language are given.

There is much evidence that Mr. Hughes has given careful thought to the internal organization and to the methods of instruction in his department. He emphasized early the relative values of the school subjects in developing the growing minds, and soon standardized the amount of time to be given to each in the various grades. The departmental method of instruction was extended by him to all of the grammar grades, and he safeguarded it by a rational method of supervised study that has worked well as an automatic stabilizer in carrying out his system of relative values. In the Primary Grades he has greatly improved the methods of instruction, as, for example, by introducing the phonic method (Gordon) of reading. Vocational Guidance has also been well started. Methods in all subjects and in all grades have received his attention and have felt the stimulus of his progressive ideas.

Like many other superintendents, Mr. Hughes has been greatly handicapped in his educational work by the very rapid growth in the population of his city. When he took charge, five years ago, the enrollment of the schools was 6640 and the teaching force 278. In the brief period of his tenure these figures have almost doubled, as shown by an enrollment of 12,256 and a corps of 425 teachers. Care for this rapid growth presented many grave problems and drew heavily upon his time. Mr. Hughes provided for the increase by remodeling old buildings, by dividing large classrooms, by building "portable shacks," by erecting a model new grammar school, and by working out a plan of companion class instruction. By these means he has kept pace with the growth so that no half-day schools have been necessary.

His "portable shacks," of which there are fiifty-six, deserve special mention. These were built from plans and specifications prepared by Mr. Hughes himself, and have provided for the greatest comfort, the proper lighting, etc., at a minimum cost ($235 before 1917, $325 since). As a measure of economy in their construction, a school shop was established. This has gradually grown to great importance and has not only made all needed changes and additions to the school plant, but has also turned out tables, desks, cupboards and many other necessary items of furniture and equipment; and all at greatly reduced costs.

The new grammar school building of twenty-four rooms represents the last word in architecure of this type. It also represents the results of two years of careful study and thought on the part of Mr. Hughes working in close harmony with the architectural firm of Sea & Lofquist. Not a detail in lighting, heating, ventilating or any other feature to adapt this building to the highest usefulness and comfort of pupils and to make it a thing of beauty, has been overlooked. Even precedent and convention have given place here to utility, for one finds the basement on the roof and the stairs wisely combined with the fire escapes. School men from all quarters have inspected this William Land building and have without exception pronounced it the best of which they know.

The companion class plan is perhaps the most original contribution Mr. Hughes has made to the problem of school administration. It requires that in addition to regular classrooms, each grammar school shall be provided with rooms for special instruction in music, drawing, in science and in manual work. It also provides for physical training and organized play in the open air, but under shelter. The remainder of the plans lies in a skillfully worked out program by which all of these activities will be co-ordinated and carried on simultaneously. When one visits such a school, he finds one or more classes in the yard receiving physical instruction, others enjoying organized games in lieu of recess; and upon making the round of the rooms, he is surprised to find each filled with a class. A count generally reveals from twelve to fourteen teachers and classes at work in this way in a building of eight rooms. Mr. Hughes will tell you that demand for more rooms was the necessity which brought the system into being. Its trial has, however, proved several other virtues. It has resulted in better health for both pupils and teachers by work for at least one period in the open air; it has demanded stricter adherence to the program of the studies; it has made possible specialized instruction; it has produced better co-operation among teachers; and it has eliminated the bad influence of the "rotten apple" by keeping the pupils constantly under direction. The plan can be recommended upon both economic and educational grounds. It is most strongly endorsed by the teachers who work under it.

While Mr. Hughes has been more than occupied in bringing about these numerous improvements in the physical and educational conditions of his department, he has still found time to do a great deal of writing. Each year he has issued a report of the work done in the schools. These reports have attracted attention far and wide, and have been pronounced by those best able to judge as among the most original, suggestive and constructive reports issued by any school superintendent. They have proved Mr. Hughes not only to be thoroughly alive to the best things in school work, but also to be worthy of a place among the leaders in education.

The Journal predicts that a larger field for his activities awaits Mr. Hughes.

* * *

WANTED—MEN!

God give us Men! A time like this demands
Strong minds, great hearts, true faith, and ready hands;
Men whom the lust of office does not kill;
Men whom the spoils of office cannot buy;
Men who possess opinions and a will;
Men who have honor—men who will not lie;
Men who can stand before a demagogue,
And scorn his treacherous flatteries without winking;
Tall men, sun-crowned, who live above the fog
In public duty and in private thinking;
For while the rabble, with their thumb-worn creeds,
Their large professions and their little deeds,
Mingle in selfish strife, lo! Freedom weeps,
Wrong rules the land, and waiting Justice sleeps!

—Josiah G. Holland.

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GUY V. WHALEY

Supt. Guy V. Whaley of Vallejo has accepted the position of City Superintendent of the San Diego Schools, to take effect July, 1918, at a salary of $4000 a year. San Diego's offer to Superintendent Whaley came following recommendations from the departments of education of the University of California and Stanford University, Whaley graduating from both these colleges with high honors. He holds a Degree of Bachelor of Arts of Stanford University and the degree of Master of Arts of the University of California.

Vallejo will lose a most competent official who has worked faithfully for the betterment of the Department of Education. Superintendent Whaley has been very progressive, departmental work has ben introduced in the seventh and eighth grades, an intermediate school established, French and Spanish and physical education introduced in the high schools, and the entire course of study arranged along the most up-to-date lines.

San Diego is recognized as having one of the best public-school systems of the United States, and Superintendent Whaley will have in his trust the care of the entire system consisting of twenty-seven schools.

The Board of Education of San Diego is fortunate in securing the services of Mr. Whaley. Strict attention to the business details of his profession and courtesy to those with whom he comes in contact has made him a host of friends throughout the State.

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Editorial Notes

POLITICS

The responsibility of electing the County Superintendents of Schools will soon be up to the people. To make the schools safe for democracy, and to prove the efficiency of the electorate, the very best qualified men and women should be chosen. The qualifications of a County Superintendent are:

1. Successful experience.
2. Administrative ability.
3. An open mind for the changing conditions of our educational needs.
4. Education acquired in our normal schools, universities, or in the University of "Hard Knocks."
5. Patriotism that stands for our country when it is right, in war-times whether right or wrong, and for humanity all the time.
6. Ability to establish a perfect system of espionage on the sanitary condition of the rural schools.
7. Ability to resist the encroachment of too much arm-chair pedagogy in the rural schools.
8. Ability to advise and the personality to enforce on school trustees and Boards of Education the economical and wisest expenditure of school money, especially the building fund.
9. The ability to recommend and the personality to enforce the selection of the teacher best suited for the requirements of certain schools.
10. Ability to discuss with educational experts and with David Jones, the expert on raising onions and beans in Willow District in his county. Ability to talk to Mothers' Clubs; to be interested in babies, in cooking, raising chickens, bridal couples, taxes, state and national politics; a knowledge of Socialism, I. W. W.s, dynamite, public ownership of railroads, text-books and text-book representatives; and finally, he must have a winning personality, and, over and above all, the superintendent must have the interest of all the children uppermost in his mind and heart.

There should be no limit to the tenure of office of a good superintendent. If you have a County Superintendent who is efficient, keep him or her in office as many terms as he will consent to serve. Make it unanimous. Discourage opposition. The opposition seldom comes on account of neglect of duty, but because the superintendent has made enemies by performing his duty without regard to political effect. Of course, if you have a superintendent who neglects the duties of the office, or is inefficient, "can" him or her at the next election.

* * *

A GOOD MOVE

President Ball of the Santa Barbara State Normal is arranging a special course for the boys who come back from the war, crippled, but who can follow, if properly prepared, the occupation of teaching. The plan is practical and very human. The petty rules and regulations of our red-tape system of education must give way before the great war crisis. It takes a great war to bring out in great relief the teaching of the Sermon on the Mount. President Ball deserves great credit for reaching out a helping hand to be of service to the unfortunate in war.

* * *

LET US HAVE A ROUND-UP

We would like to see the S. C. T. A., the C. C. T. A., the N. C. T. A. and the Bay Section of the C. T. A. hold a joint meeting. It would be great fellowship, and educational uplift, and service to be altogether again in one great state meeting. You should read the programs of the state meetings of Kansas or Indiana to fully realize the difference. Of course, our State is large, and traveling is expensive, yet it would be feasible, say once in four years, for us to have a joint meeting of all sections. We have so many sections and divisions that we have lost the real spirit and enthusiasm that is the best part of a teachers' gathering.

* * *

THRIFTY GRAND RAPIDS

Grand Rapids, Mich., is advertising its "School Survey" for sale at $1.10 per copy. This is real thrift. We would want to know who made the survey before we would consent to read it, even if offered pay for doing it. Surveys have become a popular fad. They will have to be standardized before they are of real educational value. They have certain local value, and sometimes recommendations that are practical. However, the survey of Portland, of San Francisco, and of other cities conflict in recommendations of educational principles that are not local but national in character. When experts can agree upon the essentials of education it is time to take them seriously. There are problems that are national in their scope that should be settled. For instance, reading, writing, spelling, arithmetic, United States history, grammar and geography should be taught so as to give results that would meet the requirements of a national standard. The United States Bureau of Education should establish standards. The experts could then work out a survey that would be of real value.

PROF. DENTON, MAN AND SCHOOLMASTER

Man first, schoolmaster second. It should always be that way. The great schoolmaster always has the qualities that go to make up a real man. Prof. Denton is the Principal of the Napa High School. It is a fine institution. It is a good example of the representative high schools of California. The most conspicuous part is not the building, but the student body. Prof. Denton insists on results, whether in debate, athletics, English, history, languages or science. His pupils show a high standard of efficiency. Prof. Denton is a man who has gained a reputation for achievement. He is a real man as well as a schoolmaster. He is a patriot, and his son is in the services of democracy at the head of the pathological bureau somewhere in France, and has adopted and educated several children. His life has been one of service in and out of school. He belongs to the class of school men who place integrity above pedagogy and who have made it a rule of life to "Brighten the corner where you are."

* * *

Prof. Wood of the State Normal School of San Jose died on January 4, 1918. He was well known to many teachers who heard him at Institutes, and as a teacher in his large classes.

* * *

Mayor Hylan of New York has ordered the abolishment of the Gary System from the city. It serves as an illustration of the fact that education and politics do not work well together.

* * *

The San Francisco Call, in a recent editorial, gave publicity to the fact that there were inefficient teachers in the San Francisco School Department. Teachers should not be tried in the columns of a newspaper. Such editorials are usually written by some one who has an axe to grind. The editorial when written by other than the editor has about the same standing as an anonymous letter. Inefficient teachers should be removed without newspaper publicity.

* * *

George Gordon, of Placerville, Cal., has been elected teacher in the Corona School Department.

* * *

Miss Orrell McCrosley has accepted a position in the Deane School at Santa Barbara.

* * *

Mr. C. D. Jones has been elected principal of one of the grammar schools in San Luis Obispo.

* * *

Selena Silver is in charge of the English Department of the Escondido High School.

* * *

F. J. Buchanan will have charge of the Modern Language Department of the Belmont School the coming year.

* * *

Lillian MacDonald will teach Spanish in the Hemet High School this term.

C. H. Yoder is in charge of the Science Department of the Downey High School.

* * *

C. P. Mee has been elected teacher of mathematics in the Azusa High School.

* * *

Eleanor Morgan will teach Spanish and English in South Pasadena High School this term.

* * *

Arrangements for the N. E. A. to be held at Pittsburgh next summer are going forward. The President, Mrs. Mary C. C. Bradford, Superintendent of Public Instruction of Colorado, has already made much progress on the program.

* * *

There is still much vacant school land in forty-eight out of our fifty-eight California counties—a total of 811,810.64 acres. In San Bernardino County, over 252,000 acres; Inyo, over 147,000 acres; Imperial, 27,000 acres; Lassen, 53,000 acres; Riverside, 33,000 acres; San Diego, 35,000 acres, and in many other counties acreage ranging from 30,000 to less than 1,000 acres. Anyone desiring to lease these lands should communicate with the Surveyor General, W. S. Kingsbury, Sacramento, and obtain a pamphlet containing a copy of the law governing the leasing of lands and a complete list of lands available. The fee for filing an application is $5, and the annual rental per acre is finally determined by the State Board of Control. All money derived from the leasing of these lands goes directly toward the support of the public schools.

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8. By arranging work in a systematic way.
9. By occasionally finding out what teachers and pupils are doing in recitation.
10. By helping to supply supplementary work.
11. By examining work and inquiring into methods used by teachers.
12. By being the teacher's best friend in the work.
13. By taking the part of the teacher against unreasonable parents.
14. By writing test questions on topics gone over.
15. By assisting in making good programmes.
16. By timely talks in schools.
17. By securing such apparatus, furniture, etc., from School Boards as teachers need.
18. By discussing methods with teachers.
19. By leading teachers to see the bearing of each part of the work on the general system.

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Ernest Carroll Moore, President of Los Angeles State Normal School and Teachers' College, has written, and Ginn & Co. has published, "Fifty Years of American Education." This is a sketch of the progress of Education in the United States from 1867 to 1917. It is a period contemporaneous with the business development of Ginn & Co., the textbook publishers for elementary and secondary schools and for colleges and universities. There are three chapters: I, "We Live in a Period of Change. II, "Education at the Close of the Civil War." III, "Some Changes Since the Civil War."

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* * *

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* * *

To know how to wait is the great secret of success.—De Maitre.

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A NEW SECTION OF THE C. T. A.—CENTRAL COAST SECTION

The teachers of Santa Clara, San Benito, Santa Cruz, and Monterey counties are uniting their forces to advance the cause of education in their respective counties and also the interests of the State at large. They have a Superintendents' and Principals' club which meets regularly each month to talk over subjects most pertinent to the cause of the schools, the teachers, and legislative propaganda.

During the summer and fall months the teachers have been actively engaged in trying to organize a new section of the California Teachers' Association. The needs of an organization suited to the needs of the central coast counties was brought forward to the teachers of each county institute last fall. As a result, the teachers were practically unanimous in their decision to go ahead and form a new section. The county superintendents were heartily in favor of the movement and helped every way possible. They appointed a general committee of teachers from their respective counties to form a new section. The work advanced rapidly, with the following result:

The general committee of teachers appointed by the County Superintendents of Santa Clara, San Benito, Santa Cruz, and Monterey counties for the purpose of organizing a new section of the California Teachers' Association met at Santa Cruz, Saturday, January 12. There were present: E. E. Brownell, Gilroy; Victor Dornberger and C. M. Osenbaugh of San Jose; Elizabeth Van Auken and Edith E. Patton of Palo Alto; L. B. Nevin, H. Weissman, Veronica O'Connell, and Ethel Richardson of Hollister; Champ S. Price, G. A. Bond, and Nettie Newman of Santa Cruz; Theodora Weber, Ben Lomond; John Daly, Watsonville; Harlan C. Smith, Boulder Creek; Amelia Bottcher, Salinas; J. H. Graves, Monterey; Grace Widemann, Gonzales, and J. C. Frye, King City. Other delegates wer absent unavoidably owing to the stormy weather.

E. E. Brownell, chairman of the general committee, called the meeting to order, and G. A. Bond, the secretary, called the roll. A constitution and by-laws were framed and adopted and the new section named the Central Coast Section of the California Teachers' Association. County Superintendent Wight of San Luis Obispo County sent word that he could not be present, but that he was heartily in favor of the movement, and that the invitation for his county to join would be discussed there soon. The sentiment of the meeting was to try and hold the first general meeting of the new section early in April, if practical.

In order to put the organization in immediate working shape the following officers were elected to hold office until the first general meeting of the new section:

President, E. E. Brownell, Sup. Prin. Gilroy Schools, Gilroy; Vice-President, C. M. Osenbaugh, Principal San Jose High School; Secretary, George A. Bond, Principal Santa Cruz High School; Treasurer, J. H. Graves, Principal Monterey Grammar School, Monterey.

Executive Committee (one from each county)—Victor Dornberger, Principal Lincoln Grammar School, San Jose; Harlan C. Smith, Principal Boulder Creek High School; L. E. Kilkenny, City Supt. Schools, Salinas; James A. Davis, Principal High School, Hollister.

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THE
WESTERN JOURNAL OF EDUCATION

Vol. XXIV SAN FRANCISCO, FEBRUARY, 1918 No. 2.

MEETINGS

Bay Section the California Teachers' Association; Lewis B. Avery, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, F. H. Boren, Lindsay, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Miss Anna Keefe, President, Oakland, Cal.; Miss Cora Hampel, Secretary, Oakland, Cal.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, Mrs. Agnes Ray, George W. Stone.

A NATIONAL POSTER COMPETITION TO PROMOTE THE WAR SAVINGS CAMPAIGN

A poster competition, for the purpose of promoting the $2,000,000,000 campaign, is now being operated by the National War-Savings Committee, and is open to all students and pupils in the schools of the United States, as classified under the rules governing the contest.

By this means of gaining the co-operation of the schools of the Nation the plans of the Committee will be more or less vizualized, thus affording a unique form of publicity. The poster designing can be readily inserted in the school curriculum, with practically no disturbance of the art program.

The War-Savings Committee, therefore, request that Superintendents, Principals, and Teachers of Art, present to classes the following themes, so that the pupils may design posters to illustrate one of them, or a message suggested by one of them.

Pupils should be given the themes to take home, so that they can consult with their parents concerning ideas.

* * *

THEMES FOR THE POSTERS

THEME I.
Manufacture and Labor

We all know that there are a certain number of factories, and a certain number of workmen in the United States, and no more. We know, too, that these factories and these men have been busily employed up to the time we entered the war. They have made many necessities, and also all the comforts and luxuries for the thousands of families who buy them. But, now the war has come and our Government requires great volumes of necessities for our army and navy. Here are just a few of the necessities: Cannon, great and small; machine guns, rifles, pistols, uniforms, shirts, shoes, leggins, hats, metal helmets, overcoats, belts, gloves, haversacks, metal dishes, knives, forks and spoons; tents, bicycles, motor cycles, motor trucks, gun carriages, wagons, ammunition carriages, shells of many kinds for the cannon, hundreds of millions of cartridges for machine guns and rifles, balloons, aeroplanes, flying boats, small boats, great ships, steel rails, locomotives, picks, axes, shovels, motors, searchlights, anchors, anvils, forges, many kinds of machinery, camp and field kitchens, hundreds of thousands of tons of food, surgical instruments, X-ray machines, saddles and harness.

Of course, these things, which we must have to win the war, cannot be made if our factories and men continue to make the comforts and luxuries which we can so well do without until peace is declared. But our factories may continue making some of these things, unless we stop buying them. When we do that both the factories and the men will have the opportunity of making the supplies for the soldiers and sailors.

And, when we stop buying the many little luxuries we don't need; when we realize how selfish this would be, we will find that we have just so many more pennies to loan the Government and we can buy War Savings or Thrift Stamps.

Every 25c Thrift Stamp some boy or girl buys; every little $5 Government Bond War Savings Stamp some family buys, means three great, splendid things:

First—Just so much labor and material has been set free from selfish use to our Government's use—our soldiers' use.

Second—Just so much money has been loaned to the Government of our country, so that it can buy some of the things our soldiers need.

Third—Some American boy or girl or family has saved just so much wealth, has taken another strong step toward building a fortune; and, best of all, has shown that same American spirit of service and sacrifice that flamed at Lexington and Bunker Hill.

W. S. S. POSTERS

The posters should strive to portray the message of one of the foregoing themes: The spirit of patriotism, thrift, and the underlying idea of releasing goods and service from the production of un-essentials to the production of essentials; to support our armies in the field, and win the war, should be instilled in the minds of the pupils.

The following should therefore be included in the poster design:

(a) An original design portraying the message of war savings.

(b) A slogan appropriate to the campaign.

(c) The words: War savings, War Savings Stamps, War Savings Certificates, War Savings Society; or the letters W. S. S.

(d) The date 1918.

(e) Space for the identifying imprint, with its Liberty emblem in the corner. This may be any size.

THEME II.
Thrift

During the past 30 years or more the great discoveries and new inventions in the world, and, especially in this country, have made things so easy to obtain, and so common, that we have not realized how wonderful it all is. Our electric lights, our trolley cars, our telephones, our automobiles, our printing presses, and our industrial machinery, which produces countless things at small cost to us, have sprung up about us so quickly that we have given them and their uses but little serious thought. This neglect has caused us to accept, rather selfishly, the many conveniences and luxuries they have brought; and, we, as a nation, have acquired the habit of spending thoughtlessly and wastefully. We have neglected the spirit of thrift for the spirit of spendthrift.

Now, when the war demands a vast amount of supplies and equipment for the army and navy, in order that each man may be well clothed and well fed and well equipped for battle, we find it very hard to give up our habits of selfish spending. But, if we give our soldiers and sailors what they must have, we must break ourselves at once of this bad habit and a real spirit of thrift must take its place.

For, by becoming thrifty we give up many unnecessary things and so release the men and machines that would supply them for the very important task of making our war supplies. We gain not only that but we gain much more. By being thrifty we build thoughtful characters; we become less selfish and extravagant, and we build for independence; for thrift means saving, and saving means security for the future, and a future well provided for means independence.

The 25c War Savings Stamp makes it very easy for us to learn the valuable spirit of thrift; and in learning it we not only help ourselves but help our country, and so do our part toward winning the war.

THEME III.
War Savings Societies

A War Savings Society is a group of 10 or more people who have applied for and received a charter as such from the Secretary of the Treasury. To secure this charter they pledge themselves to help America by consistent saving; by encouraging others to save; by investing their savings in United States Government War Savings and Thrift Stamps, and securing new members for the society.

There are in our country 280,000 schools and about 20,000,000 school children. If half of these school children should become members of War Savings Societies and buy one Thrift Stamp a week each, it would provide our Government with enough money to feed an American army of 1,000,000 men, since a ration, or day's food, for one soldier costs 35c.

If each member of each War Savings Society would buy one War Savings Stamp a week, for six months of the year, it would provide our Government with enough funds to buy all the equipment authorized by Congress for the navy and pay for the many ships we should build to carry our soldiers across the ocean, and transport a never-ending stream of supplies to them.

Every school boy—every school girl—should join a War Savings Society. Every pupil member should do his or her utmost to have both parents join some War Savings Society for adults, or else to form one themselves among their friends.

If every pupil gives this double service to America, we can have far more than 200,000 adult War Savings Societies formed in a very little while. We should have a nation of Americans, banded together to save and serve; to set free labor and materials for our soldiers' use; to strengthen and enrich the homes throughout the nation; to carry to the forefront that spirit which will not permit defeat—which made us a great, free nation and shall maintain us so.

Organization

The country has been divided into four groups of States, the eastern group, the middle group, the western group and the southern group.

The western group is as follows: Washington, Oregon, Idaho, Utah, Nevada, California, Arizona, Montana, Wyoming, Colorado, New Mexico.

Chairman Western Group—Arthur B. Clark, director Art Division Stanford University, California.

These group committees in turn will direct their efforts through each State director, who will co-operate by giving State-wide publicity to the competition.

Classes

The competition is open to any boy or girl who is in regular attendance in institutions of learning in the United States and is divided into the following classes.

A.—Art school students; including day and evening schools and art schools.

B.—High school students; including day and evening schools and classes.

C.—Seventh, eighth and ninth grade pupils; including junior high school pupils. Where there are only eight grades the ninth grade comes under Class B.

Rules and Conditions

1. All competitors must be regular students in the schools included in the classes in which they are competing.
2. Competitors may enter only one class.
3. Not more than two designs may be submitted by a single individual.
4. Under no circumstances may designs be worked on by instructors.
5. Designs may be the following sizes, exclusive of the blank outside margin: 24x32 inches (long edge vertical), 12x16 inches (long edge vertical), and 9x16 inches (long edge horizontal).
6. A margin not less than two inches wide should surround the designs which are vertical.
7. Designs may be drawn in black and white or in color; if in color, not more than four different colors should be used. One of these colors must be the particular blue to be noted on the W. S. S. posters already in use.
8. Not more than two styles of letters should be used.
9. In general the poster or flat treatment of color should prevail.
10. No name, word or mark exclusive of the design itself may appear on either the face or the back of the poster, except the designer's symbol, which must appear only on the back with letter (A), (B) or (C) to indicate the class entered.
11. The margin must be free from marks of any kind.
12. The identifying symbol or word on the back of the design must not contain the initials of the designer.
13. This identifying symbol must be repeated on the outside of a sealed envelope, which must contain the following:
    a. The identifying symbol.
    b. The name and address of the designer.
    c. Postage for the return of the design, if the sender wishes it returned in the event it is not accepted.
14. This envelope shall be opened only by the judges appointed for each group of States and after all awards have been made in each group.
15. Following the group awards the winning design shall be sent to the national jury with the same identifying conditions existing as noted in paragraphs 12 and 13.
16. Any designs submitted in violation of the foregoing will, in justice to the other competitors, be rejected.
17. Posters winning certificate or mention awards are to be retained as a national traveling exhibit to be used for such purposes as the War Savings Committee at Washington sees fit.

Awards

It should be distinctly understood that this Nation-wide poster campaign is a patriotic service which art classes and art teachers may offer in the Nation's cause. Consequently the prescribed programs in art instruction should be made to include this plan of announcing the War Savings campaign.

As a reward for diligence and skill in the form of decorative art, a skill which must be carefully fostered for the sake of our future welfare as a Nation, the following prizes, privately secured, are offered in each group:

Class A.—First prize of 12 War Saving Certificates ($60); two second prizes of 5 War Savings Certificates ($25 each); three prizes of 3 War Savings Certificates ($15 each); three honorable mentions.

Class B.—First prize of 8 War Savings Certificates ($40); two second prizes of 3 War Savings Certificates ($5 each); three third prizes of 2 War Savings Certificates ($10 each); three honorable mentions.

Class C.—First prize of 4 War Savings Certificates ($20); two second prizes of 1 War Savings Certificates ($15 each); three third prizes of third prizes of 12 War Savings Stamps ($3 each).

Juries

Group Juries.—A committee of five, consisting of two artists and three art instructors shall be appointed as a jury in each group. This jury shall be appointed as a jury in each group. This jury shall be appointed by the committees directing the group campaigns.

National Jury.—A committee of five, to consist of three artists, two of whom shall be poster designers and two art educators, shall be appointed by the War Savings Committee to act as a national jury.

State Committees.—The persons directing the work in each State shall be a final preliminary jury to discard such posters as shall in their estimation be not worthy of submitting to the group jury. These persons shall include art teachers or professional artists, or both, to the extent of a majority of their number. In no case shall these persons violate the rules of identification. (This committee shall not open the envelopes of identification.)

The posters shall be first selected by the class teacher, then carefully examined for further elimination by the city supervisor or county committee, if appointed, and finally submitted to the local State committee. The best ones then go to the group juries who shall judge the work at some time to be designated, and not later than June 1, 1918. To meet this requirement the designs from the several States should reach the group juries not later than May 25.

Further information may be obtained through each State director for the War Savings campaign or from the committee chairman of the group in which your State is located.

State Directors of the Western Group

California—Miss Katherine M. Ball, supervisor of drawing, 1790 Pine street, San Francisco, Cal.

Washington—Henry M. Hart, principal Lewis and Clark High school, Spokane, Wash.

Wyoming—Edith E. O. Clark, State superintendent Cheyenne, Wyo.

Circulars containing further information will be sent to every city and county superintendent.

* * *

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F. H. MEYER
Director

The twelfth annual Summer Session begins June 24, 1918.

Write for Illustrated Catalog

SAN FRANCISCO SCHOOL DEPARTMENT RED CROSS AUXILIARY

Garments turned in to Red Cross headquarters during January, 1918:

Hospital bed shirts	12
Bed jackets	22
Bags	1000
Pin cushions	1000
Handkerchiefs	490

The foregoing were made of materials bought from the local chapter of the Red Cross by the School Department Auxiliary, which later turned in the completed articles. The following articles were made of materials supplied gratis by the local chapter:

Baby kits	5
Socks (pair)	76
Sweaters, sleeveless	337
Helmets	8
Wristlets	102
Mufflers	89
Wash cloths (knitted)	24
Total of both lists	3165

Treasurer's Report S. F. S. D. R. C. A. to February 1, 1918

Total of money collected to date, including $27.61 interest $16,595.41

Paid out to date:

Memberships	$ 5588.00
Materials	5292.85
Total	$10,880.85
Balance on hand	$ 5714.56

E. J. BARBER, Treasurer.
JANET WADE, Secretary.

The Teachers' Association of San Francisco

THE TEACHERS' ASSOCIATION OF SAN FRANCISCO

Notwithstanding the seemingly endless cycle of meetings incident to the opening of the spring term of the schools, the members of the executive directory of the Teachers' Association assembled for their January meeting on the twenty-first of the month, at the city hall.

The educational committee sent in a report that the summaries of the survey printed by the association have not only paid for themselves, but there is a slight surplus in the fund.

The program committee prepared a series of three meetings, held in the auditorium of the Girls' High school on successive Tuesday evenings.

The program committee has been considering the feasibility of holding a reception for all the teachers some time during the month of May and asked for opinions from the directory members.

The diversity of answers showed that there is no dead level of opinion in the directory. While one thought it woefully wicked to make merry during these war-driven days, another considered it a solemn duty to the community for the teacher to look—as must the soldier—for the uplift that comes from needed recreation. The matter was referred for further discussion to the meeting of the governing council in February.

A communication from the Teachers' Round Table—a unit of the association—was read, entering a protest against the publication of articles—derogatory to the schools, and placing the teachers in a most unfavorable light—which appeared early in January in the "Call-Post."

This set the ball of discussion a-rolling again. One member calmly suggested tabling the matter, as it would be ridiculous for us to try to muffle the press. Others took the subject much more seriously, and the consensus of opinion was with the Round Table.

No objection was raised to the next matter which came up for discussion—a protest against the fortnightly meetings to which the teachers have been called to master the intricacies of the Zaner system of penmanship which has been adopted by the State. The teachers feel they have already received sufficient instruction to enable them to pass it on to their charges. The advisory committee will thresh it out with the Superintendent of Schools.

A recommendation from the Grade Teachers' Association in reference to part payment for teachers absent from school on account of illness will be taken up by the salary committee. This committee intends meeting during February this year instead of March, that there may be plenty of time to put into the "budget" everything which they feel rightfully belongs there.

Survey Discussions

The first meeting of the Survey Discussions was held in the auditorium of the Girls' High school on Tuesday evening, January 22. R. D. Faulkner, the popular principal of the Horace Mann Intermediate school, presided.

The principal speaker of the evening was George A. Merrill, principal of the Lick-Wilmerding schools.

Mr. Merrill gave a talk which appealed deeply to all the teachers, his subject being the much-discussed vocational education. "The problem," he said, "is not the simple affair which the report would indicate; many recommendations are neither practical nor correct. The constant increase in the number of ways in which people earn a living make the problem difficult of solution. We have four large endowed schools. No city in the Union is so well provided for what is known as the secondary period of industrial training. The question of teaching trades always raises points objectionable to labor people. Part time between shop and school will hardly be found practical here in San Francisco. Vocational continuation classes in the evening are recommended. Very little attention has been paid to this phase. The Lick school proposes to do something along this line, but the city should do its share."

Charles L. Jacobs, supervisor of manual training in the San Francisco schools, followed in a short talk. The concluding speakers of the evening were Miss S. J. Jones of the Board of Education and Wm. J. Drew of the Polytechnic High school.

The second of the present series of discussions was held on January 29, under the chairmanship of Mrs. K. E. Brogan, principal of the Columbia Cosmopolitan school, who presented the speakers with the most important topic of all—elementary education.

Professor Richard D. Boone of the Department of Education of the University of California, was the principal speaker. He spoke of the wonderful possibilities in the teaching of geography, which can never be a textbook study; of nature study, with its wealth of material in our favored California; of industrial work, which has been left to private initiative. The music work, he stated, was better than in many cities of the country. Dr. Boone called attention to the meagre attendance of teachers at summer school and of the small percentage of teachers belonging to the State Teachers' Association and to the National Education Association.

Miss Agnes Regan of the Board of Education followed in a short address, which went to the heart of every one present. She told of the work that is being done in the defective classes and gave a glowing tribute—well deserved—to the worth of their leader, Miss Lombard. In closing, Miss Regan said: "If the survey is accepted in the right spirit we will all get from it an immense amount of good."

Miss M. R. Duraind of the Sutro school was the next speaker. She called attention to the high tribute paid by the survey to the personality of the teacher. She noted the lack of supplementary material in San Francisco, a rich city. This association should work for three things:

1. Reduction of the size of classes.
2. Separate classes for backward children.
3. Formulate plans for the growth of a professional spirit.

Miss Louise Krauss of the Grattan school said that the teacher herself must be the vital force; that she must give to the children less memory work and more food for stimulating thought. The discontinuance of medals and of honorary promotions has meant one forward step.

* * * * * *

On Tuesday evening, February 5, the final meeting of the discussion on the School Survey was held. Dr. I. C. Hatch of the Polytechnic High school was chairman.

Deputy Superintendent A. J. Cloud, who proved himself an authority in his knowledge of "Tests," was the first speaker. He said in part: "Some of the most valuable suggestions given to us by the survey is the value of 'tests' in actual school-room practice. About fifteen or sixteen years ago Dr. Rice published a book called 'Scientific Management,' compiled from papers originally published in the 'Arena' and in the 'Forum.' The observations at that time were directed chiefly to spelling. It was considered somewhat radical, was scoffed at and ridiculed for a dozen years after; no one suggested that class-room results may be measured by a scale. Of late, leading educators have been giving time to research along these lines, chiefly in the statutory subjects—reading, writing, spelling and arithmetic—in the grammar grades.

"Twenty or thirty school systems have organized work of this kind. Tests are a new form of examination. The old form, based on the personal judgment of the teacher, was very inaccurate. The new form has been worked out scientifically. The scales have been formed by testing thousands of pupils.

"As far as tests go, San Francisco schools show up very well. The spelling is good; the penmanship, as far as tested, good; but the surveyors did not test for speed—a very important factor. In arithmetic, San Francisco tested distinctively ahead of other cities.

Miss Louise Lombard of the Ungraded Primary school gave a most interesting talk on the value of tests for sub-normal children.

Miss Emma L. Noonan of the Girls' High school was the next speaker. Miss Noonan sounded a note of warning. There may be danger that the teacher may overemphasize the value of tests, thus making the teacher mechanical. It is easy to gauge memory, but who shall measure the results of the teacher who is instilling into her pupils the great moral lessons—with the love of country—which means so much in these, our days?

Dr. M. E. Blanchard of the Mission High school followed in an interesting resume of the history of "tests." The whole subject is so new that until we have more data, more scientific study and more deductions made from the work of tens of thousands of pupils, its importance cannot be well rated.

FRANCES A. C. MOONEY,
Secretary.

AARON ALTMANN,
President.

Grade Teachers' Clubs

By Selina Burston

The Grade Teachers' page is published to promote the welfare of the elementary school; to cultivate a closer feeling of fellowship; to discuss fairly, freely and truthfully all questions which may be of interest to teachers and to the community at large, and to use its influence and its columns to bring the general public to a realization of the value—educational, cultural and moral—of the grade teachers to the community. "The teacher is the school."

* * *

HEROES!

Not those who in the foremost line
Of battle hear the bullets whine;
The most intrepid heroes are
In life's brief calendar.

But rather those rare souls that stray
Along the paths of every day,
Fighting the world's sharp fight alone,
Unheralded, unknown.

—Clinton Scollard.

* * *

There is something that succeeds better than Success, and that is Truth.

* * *

There is one thing that is stronger than armies, and that is an idea whose time has come.—Victor Hugo.

* * *

"What we sow in the home and the school, we reap in the nation."

* * *

SUGGESTIONS ON THE ADJUSTMENT OF TEACHERS' SALARIES

Address delivered before the Berkeley teachers, February 5, by Will C. Wood, State Commissioner of Secondary Education.

"Any school administrator who undertakes to discuss a salary schedule for teachers must approach his task with some degree of trepidation. The field of teachers' salaries may be compared to the stretch of plain in front of the trenches known among soldiers as 'No Man's Land.' It is filled with shell craters and mines, traversed by barb-wire entanglements and raked by gun fire from a thousand batteries, masked and open.. Many school administrators have fallen valiantly on this field, attempting to devise a plan that will be fair to the public which pays the salary, and just to the teacher who receives it. However, your officers feel that I may offer some suggestions that will be helpful in working out the problem, and since my desire is to be of service, I purpose going "over the top" today without having the field previously prepared by raking shell fire and without protecting barrage. I hope, therefore, that my purpose will not be misinterpreted; and that, if I fail, I shall have merited, at any rate, the insignia of the Iron Cross, the Order of the Red Eagle, or some other recognition of good intentions. My courage is fortified by the fact that I am not facing enemies but friends.

"The theory underlying an ideal salary schedule is a very simple one. Every teacher or administrator should be paid what his service to the public is worth—neither more nor less. Unfortunately, we do not live in an ideal world, and this very fact is the chief argument against the practicability of applying this theory too rigidly. In an ideal world, we should have infallible school officials and absolute objective standards for judging the service of all human beings. In such a world, the teacher who could do her best work in the third grade, for example, would be assigned to that grade and would be paid exactly what she is worth to the public. But since man is a 'fallen angel,' long since bereft of wings; and since human minds have not been able to devise objective standards which fair-minded people will accept, we shall not be able, I am sure, to work out in the near future a perfect method of determining the exact value of a teacher's service. I am fortified in this opinion by my experience in dealing with teachers and pupils. If any body of men and women is entitled, by experience, to recognition as graders of ability, it is the teachers themselves. I am by no means impressed with their infallibility in grading pupils. An investigation, made by Professor Starch of Wisconsin, shows how variable human judgments are. He photographed an English composition and asked over 200 high school teachers to grade it. About half of the teachers gave an average grade; one-fourth gave it the grade of failure, and one-fourth the grade of good or excellent. The marks varied from 30 to 95%. Surely, teacher judgment is fallible, if this is any index. I suspect that it is a conscious or sub-conscious recognition of the fallibility of their own judgments which prompts teachers generally to be exceedingly chary of any such plan of rating their service and paying salaries accordingly. I am therefore of the opinion that it is impossible, at this stage of human existence, at any rate, to devise a salary schedule that will measure up to the theory of 'salary according to service.' We may, and should, approximate it, but we must not carry the principle too far.

"There are other practical considerations that influence me in the opinion. The plan has been tried in some cities. Professor Cubberley is authority for the statement that the plan has not always succeeded, and he fails to point out a single instance where it has been an unqualified success. The reasons are not obscure. The executive who attempts to administer the plan must be a super-man. He assumes a frightful responsibility, and the effects on his tenure are quite as frightful. Every teacher receiving less than the maximum becomes a human question mark. Why am I paid less than Miss Blank? Here comes the test of human judgment. Can the executive tell the teacher why, so that she will understand and accept his statement of reasons? Perhaps, but if he can, he has missed his calling—he should be in the diplomatic service. If he cannot get the teacher to accept his judgment, then he has sown the dragon's teeth. He has destroyed absolutely the esprit de corps of his department, which is of incalculable value. He has planted the seeds of envy and jealousy that will yield a most unhappy and unprofitable harvest. He has shattered the morale of his team and split it into a hundred disgruntled units that will not thereafter unite. This is a price too big to pay even for adherence to an abstract ideal.

"But assuming that the executive may have the ability to convince his teachers that his judgment is right, will the plan work out well in the end? It was a wise sage who declared some centuries ago that human kind is weak enough to bow the knee before the strong man 'that thrift may follow fawning.' The plan would give the executive opportunity to make over his teachers after his own image. They would harken to his advice and follow it. They would hang upon his lips to catch the pearls of wisdom. They would endeavor to determine beforehand what he would have them do in a given situation. He would be lord of a dominion of flunkeydom that would make even the kaiser envious. But he would freeze the heart of initiative and shatter individuality that is the hope of democratic education. The fawning system would be reflected in the work of the schools, and carried out into civil life. I cannot believe, therefore, that a simon-pure merit system will work in planning a salary schedule, and I am extremely doubtful whether the drawbacks of an imperfect merit plan would not outweigh its benefits. When we arrive at a stage when impersonal objective standards of measuring teacher service are available, we shall be ready for the ideal merit system; but, in my judgment, the adoption of such a plan at this time is impractical.

"But there are ideals that are realizable, and these deserve careful consideration. I do not believe that our present schedules are thoroughly satisfactory. These schedules, for the most part, are based upon two factors—certification and experience. Every department in California has its schedule for elementary schools and a separate schedule for high schools. Each schedule begins with a minimum for service, without experience, and the annual increase in salary for each year of service is approximately $60 a year. The chief criticism of present schedules is failure to provide for recognition of teacher growth. A teacher who studies in summer schools, in college or at home, does not receive extra compensation for such study unless she obtains a higher certificate and a higher position. The schedules are based on the theory, apparently, that high school service is higher and better service—a theory which I cannot accept without qualifications. While we must recognize that high school teaching differs in many respects from teaching in the elementary schools, we should not conclude that the service rendered to the public is necessarily more or less in one type of school than in the other. It seems to me that the chief fault of our present schedules is failure to take account of the factor of training. Higher salaries for high school teachers may be justified, not on the ground of greater service as such, but on the ground of more extensive training. In my judgment, we should eliminate the factor of certification entirely, so far as

it affects salary schedules, and introduce the element of training. We must continue certification, of course, to determine the qualifications for the various types of positions. But we must not confuse qualification with service. We must recognize that teachers of equal training and experience, other things being equal, will render equal service to the public, whether teaching in the grades or in the high school. To be specific, a teacher of five years' training for elementary school work and five years' experience in the grades, other things being equal, should receive the same salary as a high school teacher with five years of training and five years of experience in high school work. However, a teacher with only two years of training, working in the grades, cannot expect to receive the same salary as a teacher of five years of training and equal experience working in the high school. To hold that both teachers should have the same salary would be to discount and discourage training. The teacher who takes an additional year of training has invested a year of her life, worth at least $1000 and at least $500 for board and other expenses in addition. We must assume that this additional training is followed by additional power to serve. To hold otherwise would be to discount the work we are doing in the classroom. If a teacher does not gain in power to serve through additional training, the boys and girls we teach do not gain in power through our teaching, hence our teaching cannot be considered worth while, and salary schedules shouldn't matter at all. If a teacher believes that her work with boys and girls is worth while, she must admit that extra training means extra ability to serve, and that it should be rewarded with extra salary. In this simple fact lies the justification of higher salaries paid to high school teachers. It is not because they are high school teachers, but because they have had additional training.

"In working out a salary schedule, experience should be taken into account. In every kind of human activity, additional experience up to a more or less certain limit, means additional ability to serve. The carpenter, the factory hand, the lawyer, the minister, and the teacher as well, learns through doing. This is true especially in the earlier years of service. Six or seven years of apprenticeship is commonly regarded as the term necessary to become a journeyman or master of craft. I am of the opinion that in teaching one gains in ability to serve during the first six or seven years. After that, experience does not count for much ,unless it is attended by greater insight into the teaching problem, gained through additional training or study. Too frequently experience is narrowing because of classroom isolation. We tend to get into a rut, to cease to grow. At this point, additional training and study is necessary, if we are to serve more wisely and generously. Most city departments pay $60 additional for each year of service up to seven or eight, when the maximum is reached, and I am of the opinion that this plan is a satisfactory one.

"Coming now to the specific problem, I have worked out a salary schedule for the City of Nowhere, which I submit merely as tentative, and with no thought of your local situation. It brushes aside all considerations of certification so far as they relate to schedules. All teachers are assumed to have at least two years of training. For each additional year of training the teacher will be paid $90 a year additional, this being 6% on the assumed investment of $1500 a year for training. For each year of experience up to eight, $60 a year is allowed. It is a single schedule for a department, no distinction being made between elementary and high school teachers. The schedule is as follows:

	Experience							
Training—	1	2	3	4	5	6	7	8
2	840	900	960	1020	1080	1140	1200	1260
3	930	990	1050	1110	1170	1230	1290	1350
4	1020	1080	1140	1200	1260	1320	1380	1440
5	1110	1170	1230	1290	1350	1410	1470	1530
6	1200	1260	1320	1380	1440	1500	1560	1620

"Holders of regular elementary school certificates, granted on examination, with two years' experience, begin on the same schedule as Normal School graduates without experience. Holders of regular High School certificates, granted on examination, with five years' experience, begin on the same basis as University graduates. The advantages of this schedule may be summarized as follows:

"(1) It eliminates that imaginary boundary line between Elementary and High School teachers.

"(2) Elementary and High School teachers of equal training and experience will obtain the same salary. It is no longer necessary for an Elementary School teacher, who desires to improve her financial condition, to prepare for High School teaching when she prefers Elementary School work.

"(3) It makes it advantageous for the teacher to grow. At present the Elementary School schedule offers no reward for growth. Under this schedule she is encouraged to study Elementary School problems.

"(4) It enables the Elementary Schools to retain ambitious teachers, thus benefitting those schools.

"(5) It solves the problem of salaries in the Intermediate Schools and eliminates the antagonism toward those schools, sometimes found among teachers.

"Of course, objections may be raised. The chief objection will be additional expense. However, the initial additional expense will not be great, since a majority of the Elementary School teachers have not had much training beyond graduation from Normal School. If the schedule encourages them to get additional training, the schools can well afford to pay for the additional service they will receive. Schools should be measured, not according to the tax rate, but according to the service they render to the public. High School salaries will not be lowered, and High School teachers will also be encouraged to get additional training. The plan would not affect heads of departments, vice principals and others, unless it seems desirable to apply the same principle to these positions.

"Another objection will be that teachers will try to get training during the school term and will consequently neglect their work. This is a real danger, but it may be avoided by providing that no teacher shall earn more than one year of training during four years of teaching. She may do this amount of work in summer sessions, and on Saturdays, without affecting her work. If she takes a year's leave of absence for study, however, she should be credited with her training, even though it amounts to two or three years within the four-year period.

"If any department wishes to introduce the 'merit system,' so-called, this schedule permits of its introduction. It may be provided that teachers may be credited with one year of training for meritorious service, on recommendation of the superintendent or a board designated to consider the matter. However, I shall not recommend this plan at this stage.

"So much for the suggestions I have to offer. I have gotten out of the trench and challenged attention for 20 or 30 minutes. I hope I have offered some suggestions that may be helpful. It is not a finished plan—only tentative. I reserve the right to change my mind in the next 10 minutes or in the next 10 years. However, I submit it to you today as the best thought I have at present on this tangled problem. My chief reasons for offering it are your invitation and my unbending belief in real democracy in school organization."

* * *

A large and enthusiastic gathering of teachers attended the San Francisco Grade Teachers' Association luncheon held at the Palace hotel February 9, Miss Mary Mooney presiding.

The following program was presented: Mrs. Eugene S. Elkus, vocal, accompanied by Mrs. David Hirschler; Mrs. Alberta Livernash-Hyde, piano; Mrs. Gertrude Cahalin-Alison, recitation; Dr. R. G. Boone, "The Organization of the Classroom Teacher as a Motor Power in Education;" short talks by Miss Jones, Mr. Roncovieri, Dr. D'Ancona, Louisa McDermott; community singing, led by Mrs. R. S. Eisenschimel.

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Courses covering the work of the grades, with emphasis upon grades one to six inclusive. Methods and plans in Reading, Language, Arithmetic, Geography, Spelling, Writing, Music, Drawing, Seat Work, Hand Work, Folk Dancing, Physical Education, Story Telling, Sand-Table Work, and School Management.

Tuition, thirty dollars.

Folder will be mailed to each teacher later.

Miss Caroline Swope
686 E. 8th St., Riverside, Cal.

California Federation of School Women's Clubs

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Ethelind M. Bonney, Stockton

Gertrude Livingston

The annual meeting of the California Federation of School Women's Clubs will take the form of a luncheon, followed by a program and business meeting. The date has been set for March 26, the first day of the C. T. A. meeting in Oakland.

Luncheon will be served in the ballroom of Hotel Oakland at 12:30 (price 85 cents). All teachers, whether members of the federation or not, are invited.

A splendid program has been arranged. Mrs. Cora Wilson Stewart, famous for the moonlight schools of Kentucky, will be the chief speaker. Short talks will be made by Miss Catherine Edson of the Welfare Commission; Mrs. H. Kluegel of the Red Cross; Miss Cora Williams, principal of the Creative Institute, Berkeley; Miss Palmer of the Hand Wrought Metal Shop, San Francisco; Miss Nell Finley of Oakland; Mrs. George Short, president Federated Mothers' Clubs.

The Oakland School Women's Club will be the hostesses. Telephone or write for reservations to Miss Henrietta Johnson, chairman luncheon committee, 731 Henry street, Oakland. Telephone Oakland 3010.

* * *

The Executive Board of the California Federation of School Women's Clubs met at the Palace Hotel, San Francisco, 10 o'clock Saturday morning, January 19, 1918.

Representatives were present from San Francisco, Oakland, Alameda, Berkeley, Sacramento, Stockton, San Jose, San Mateo and Fresno.

Minutes of the previous meeting were read and approved.

The President called on Miss Elena Rice, Chairman of the Legislative Committee, to report on her visit to the State Board of Education, at Sacramento, during the preceding week. Miss Rice told of the cordial way in which she was received and the desire of the State Board to co-operate with the school women through the Federation. The Federation is urged by the State Board to send a list of questions on school legislation which the teachers desire cleared up, and in reply the State Board will issue a bulletin answering these questions. Miss Rice recommended that the Legislative Committee, which consists now of the Chairman, Miss Burke; Miss Bray, Miss Power, Miss Strachan, Miss Bonney and Miss Keefe, be made a larger body by the addition of other members from the other districts in the Federation.

The outcome of the discussion which followed Miss Rice's report was the recommendation that each club send to the President questions which it wishes answered by the State Board; these questions will be incorporated by the Legislative Committee into a questionnaire, which will be forwarded to the State Board.

Moved by Mrs. Partridge, seconded by Miss Bray, that the Legislative Committee be increased by five, one from each county (represented in the Federation) not already represented on this committee. Carried.

Discussion followed on the codification of the School Law.

The President reported that Tuesday, March 26, had been secured as Federation Day at the C. T. A. meeting in Oakland.

It was agreed that the meeting should take the form of a luncheon, followed by a program and business meeting. Miss Beatty responded on available speakers.

Moved and seconded that the arrangements for the meeting be left to a local committee. Carried.

Miss Livingston, of the Publicity Committee, who has had charge of editing the Federation page, both in the Western Journal of Education and the Sierra Educational News, was commended for her splendid work.

The idea of initiating plans to form a National Federation of School Women's Clubs was presented.

Moved and seconded that all present take back the above question to their clubs, the matter be discussed freely there, and that the clubs instruct the new Executive Boards on this question. Carried.

Communications were received from the Oakland, Alameda and Berkeley clubs, asking for a five-cent instead of a ten-cent per capita tax.

The Treasurer reported about $200 in the treasury, in addition to $200 in Liberty bonds.

Moved by Miss Hampel, seconded by Miss Partridge, that a committee of five be appointed by the President to investigate the matter of dues, and if from their investigation they find it advisable, to present an amendment to the constitution at the next business meeting. Carried.

Committee — Miss Bonney, chairman; Miss Bray, Miss Howe, Miss Hampel and Mrs. Partridge.

Miss Bynon, who represented the Fresno Club, bore a message from that club, urging the Federation to work against Assembly Bill 1013 and to oppose any measure which will cut off the funds for elementary education.

Moved and seconded: The Executive Board recommends to the business meeting that the Federation appropriate money to pay Miss Rice's expenses on the Sacramento trip.

The organization of new clubs was discussed. The report was made that 200 letters had been sent out by the President and Secretary this year. Individual clubs were urged to do all they can to arouse interest in forming new clubs. The President was authorized to say that a representative will be sent by the Federation to assist any group in perfecting an organization.

Adjournment.

Respectfully submitted,
CORA E. HAMPEL,
Secretary.

Special attention is called to the following sections from the constitution concerning eligibility to membership in the California Federation of School Women's Clubs:

ARTICLE III.

Membership.

Section 1. A club of school women, desiring to join the Federation, shall make application, accompanied by a copy of its constitution and by-laws, giving the name and address of its President and Corresponding Secretary to the President of the Federation, who shall have power to act. A club eligible to membership shall not have fewer than ten members.

Section 2. Any women interested in education, not engaged in active teaching, and who are not members of clubs, may become members, with all privileges of membership, on application to the President and the payment of one dollar annual dues.

Section 3. Women teachers so situated that they can not unite with clubs may also join the Federation by applying to the President and paying one dollar annual dues.

Section 4. Women members of clubs that may include men in their membership may unite with the Federation on the basis of their women members, with the same status as clubs of school women.

* * *

A DAY IN OUR MUSIC DEPARTMENT

By **Minnie Woodworth Davis**

For some time well-informed people have realized that the up-to-date music classroom is not precisely a place where certain frivolous natures congregate occasionally to "sit and sing themselves away." The hum is not the grinding of a slave's mill, but rather the spinning-wheel of the immortal Gretchen, steady, industrious, progressive, broken only by glorious day dreams, momentary outbursts of youthful inspiration, when the young dreamer bursts the bonds of routine and gives through his music the most fitting expression to his youthful joy.

In making the claim that the study of music not only demands, but is worthy of, the most concentrated efforts of our best students, we are not bringing forward a new fad. Even the ultra-conservative who still adhere to the old classical ideal of education should not, and doubtless do not, include music in the list of new fads. People acquainted with the life of ancient Rome, for instance, know that in the education of the Roman youth there were practically only two courses to choose from: One, military science; and the other, music. Music included both theoretical and practical courses, one branch of the former being "poetry."

Neither should the most modern of the moderns ignore the value of music from the vocational standpoint. Since John C. Freund, three years ago, pointed out the fact that this country spends annually about $600,000,000 on music, would it not be a great mistake to deprive the young people of the opportunity to profit by this outlay.

May I now give you an account of a day's work in the music department of one high school which is supplied with an adequate force of teachers and backed by generous support from those in authority?

Suppose we visit the various classes on a Friday, that being the day when the work of the week is rounded up, and when a few special treats may reasonably be expected.

The aforementioned wheels of industry begin to turn early. At 8:00 o'clock forty freshmen girls are assembled in the choral room. During the week their lessons have included, each day, a little preliminary gymnastic drill, a few minutes' work in sight-reading, and much singing—mostly three-part. These girls are working hard, with the prospect, after the first year, of entering one of the large advanced choral

classes or the Girls' Glee Club, which is the exclusive privilege designed for those who have finished at least one year's work of choral. Friday, however, is music appreciation day. Our hearts are throbbing with patriotism these days. We have learned the words and sung the music of our "Star Spangled Banner" and other patriotic songs. Once, even, we sang all through those seventeen verses of "Yankee Doodle." But on Friday we give the whole period to our modern, well-loved MacDowell. One girl tells the story of his career; another tells of Mrs. MacDowell's cottage for overworked musicians at Peterboro; a girl plays one of his songs for us on her violin; another plays "From an Indian Lodge" with evident enjoyment of the gruff Indian character therein idealized. We have Zimbalist play again for us, on the victrola, the wistful "Long Ago." Another plays the "Water Lily"—plays it so well that we can feel the dainty boat swaying among the flowers, and we have to hear it twice.

In the next room a small class is studying orchestration and is working on an Indian melody which the orchestra will later play for us and which will interest us, especially in its singular use of the drum. These students have had two years' work in harmony and will be able, when their course is finished, to write a melody, harmonize it, and prepare it for performance by a full orchestra.

At nine there is another class in the choral room—an advanced chorus of mixed voices. They begin with a few minutes' spirited drill in sight-singing, generally with words, always unaccompanied, and in quartet groups. They pass quickly to their regular choral work, a picturesque chorus from Elgar's "God Thor." The voices are maturing, and though the basses are still somewhat reedy, and the sopranos light, the students' imaginations are afire with the poetic mysticism and barbaric splendor of this modern legend. It takes some courage for the embryo tenors to hold that long F sharp, and for several rehearsals the altos have been helping them out at that point. But now, in the enthusiasm of actual performance, they find themselves doing it alone. Hereafter it will be a matter of professional pride with them to be ready at that point to do or die.

Across the hall is a class in music history, discussing the old contrapuntal period. Friday being "current event day," each pupil is prepared to tell us something of new and immediate interest which has some connection with the work of the week. One tells us of Massenet's "Jonleurs," and we are reminded that Massenet went back to the days of the old troubadours for his inspiration. An oboist from the orchestra brings an old song of Italy which he plays for us on his instrument. Some of the girls have prepared a Palestrina Madrigal, which we sing in true choral style, helped out by four nimble hands at the piano. A cornet player contributes Caccini's "Amarylli." We enjoy the lovely melody and watch for the counterpoint. A girl tells us that she went to a concert by Julia Culp and herd her sing John Dowland's old "Come Again," which we sang out of our choral books last week, when we were studying old English music.

Farther down the hall is a busy harmony class of twenty pupils—first term. We hear them sing scales, all kinds of intervals; sing the seventh chords with their various resolutions and inversions; hear their first attempts at melody making over a given bass. Wonderful joy—this first attempt at creative work!

Nine forty-five: The choral room has changed its setting. Fifteen chairs are grouped around one desk. Fifteen enthusiastic violinists appear. Fifteen instruments are tucked under the same number of determined chins. At the end of the term they will be able to play their part in the second orchestra, at least.

In another room a young girl, fired with ambition to play a 'cello of about her own size, is having individual instruction. Long before she graduates from high school, she will be playing her part in the school orchestra, and perhaps an occasional solo. She has had no lessons outside of the school, and her instrument is lent by the department. These individual lessons are the secret of our successful band and orchestras. They embrace every instrument of the orchestra, and pupils are encouraged to try the rarer instruments, like the oboe, the bassoon, and the French horn.

The next period is major—the administrative period of the day. The music department seizes upon this time, offering special courses which do not require home work. Then the Girls' Glee Club meets four days in the week. They have just given a performance of "The Lady of Shallot," with full orchestral accompaniment, to which they added living-picture illustrations. The Boys' Glee Club, meeting at this period, is always full of zest, and their lusty enthusiasm attests the fact that boys, even at high school age, enjoy singing if allowed the right freedom. No home work for this class of boys, means a full quota and real enthusiasm! These two classes join once a week and it would do your hearts good, once again to hear our high school boys and girls singing real choral music with an ample bass and tenor section. It is unthinkable that these young people could be indifferent, in after life, to the wholesome social and artistic value of the age-old delights of choral singing.

So goes the day! Almost any hour, choral work in one form or another, harmony classes at various stages of development, an advanced music-history class, and lastly the culminating event of the whole day—the two final periods for orchestra and band.

The orchestra consists of about forty boys and girls, almost equally divided. Today we have as our guest a celebrated leader of the great symphony orchestra in our neighboring city. Our young people are putting forth their best efforts—no doubt of that! The instructor announces the grand selection from "Cavalleria." Under these circumstances there might be some pardonable nervousness. The students are, however, on their own ground; never have they played so well.

Finally the great leader says, in broken English: "Young people—I must tell you —I came expecting great things, but I did not begin to realize what you were doing in these public schools. Not only is your ensemble good, but the tones of your individual players are excellent. And one thing else—I am glad to see the girls playing side by side with the boys. I see no reason why in time to come, the women of this country should not sit at the desks of the great orchestras of this country, as they do in the countries of Europe."

* * *

YERBA BUENA WOMEN'S CLUB OF SAN FRANCISCO.

The Yerba Buena School Women's Club held its regular meeting and luncheon at the Bellevue Hotel on Saturday, February 9, Miss Heath presiding. The club listened to a most interesting and elucidating talk on the "Income Tax," by Mr. Chester H. Stowe, representing the Hon. Justus Wardell, Collector Internal Revenue. At the close of the address questions by members of the club were answered by Mr. Stowe.

A resolution was passed, on motion by Miss Hart, seconded by Miss Thompson, and amended by Miss Magner, indorsing the idea of collecting the assessment for the Annuity Fund once or twice a year, instead of every month, to save clerical work and expense, pending action by the San Francisco Teachers' Association.

Miss Hobe was appointed to attend the meeting for discussion of the question.

ROBERTA A. THOMPSON, Sec.

LEYENDAS HISTORICAS MEXICANAS

Edited by Bardin

This is a second year Spanish Reader which will lend variety to your work in Spanish. It contains the legends of Frias, depicting the struggles, ideals, etc., of the Aztecs, particularly from about the twelfth century up to and past the time of the capture of Mexico by Cortez. The notes adequately explain the historical and fanciful portions, giving each its proper due.

We believe both teachers and students will enjoy this new collection of Spanish stories.

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RECONSTRUCTION

Edited by Ednah Aiken

Events are hurrying us so fast that we lack breathing space wherein to study the road whence we came, or to measure our achievement. Do we snatch from our hurried table crumbs to mark the way, a few of us stubborn Gretels who will not be hurried past our self survey, we find the sparrows of time and events effacing the trail of futile crumbs. Most of us succumb to the push of haste and events, although the surrender makes us slaves to another will that is neither hurried nor unalert: to whomever, that especial minute, happens to be the man in the saddle. Organizations, like individuals, must pause to ask whither, in such hurry, they are going?

* * *

WHITHER GOING?

To an observer whose ear is close to the ground, no organization has met swifter changes than has that of the mother-club variety; the pariah of clubs (to the unthinking) because its membership qualification is elastic enough to admit anyone: a sympathy for childhood. Until our entrance into the war, it had been discovered as a social asset chiefly by the politician; as a nuisance, by schools; and as a potential power by a minority of mothers. Errand-boy, potential vote-swinger, and grabber of hot chestnuts, until discovered last year; snubbed and patted on the back; praised and despised; commended and resented, and marching steadily on.

Pointing to the law, and crying: "Give us social centers;" asked to run an errand in the opposite direction. Given a job to engulf themselves, and disliked because stupid or faithful enough to be engulfed. Demanding schools as polling places, and living up to the responsibility when granted. John the Baptists of an humble pattern crying to a deaf wilderness their social creed!

The Discovery

Then our entrance into the war. The discovery of the value of mother-club work, because of its social-center, districting potentiality. It is safe to say that there has been no large activity, no organizing work of any consequence which has not, amazedly, discovered that success for that particular cause depended on the co-operation of these humble Johns, these composite prophets who have been obscurely, patiently cutting up their city into slices, slices getting smaller and smaller; and making that slice function as slices can, and will.

A New Sort of Drive

The resultant question follows: If it has been found of value to the Nation's work, this maternal subdividing of a city into some thirty-odd sections, why not three or four times more valuable the city subdivided into a hundred and over working sections? Why not then a plan of immediate co-operation towards such happy result? No organization has knocked at the door of the maternal organization this past turgid year in vain. The mothers' club has run more than half way to meet that public-spirited group which calls itself the Public Education Society; it has organized Red Cross units and established Red Cross scholarships; it has trudged the streets for every drive of worth so far driven; Red Cross membership; Young Women's Christian Association; food conservation; it has studied dietetics and first aid and elementary hygiene; it has urged and sold and bought Liberty bonds and is selling Thrift stamps and Smileage books; it has responded to the call of the committee of civic duty as to an inward urge. It has been a widespread force, and would be three or four times as forceful would committees on civic duty, public education society and teachers' associations join with it in a drive of its own making, and towards its own and civic and national advancement. Newest idea in drives!

Bolsheviki

Recognize them, fraternize with them and attain future co-operation, or let them go on working out their own salvation, an unrecognized part of that world ferment which has its present headquarters in Russia? For to any one who is not being current-swept too fast to think, it is apparent that mother-club activity springs from the same independence of thought which took a king from a throne and gave him an axe, and some trees to mangle; took later from a desk a Kerensky; and will subdivide or supplant the Bolsheviki themselves before the world settles down to wash Mondays and happy family-united-Sundays. Less noisy, the maternal uprising, and better dressed, but just as deeply revolutionary; in need of some keen-visioned Wilson to see that they hold the fate of democracy in their insistent hands.

The Man from Mars

A visitor from Mars would have a bewildering pilgrimage were he sent to make an exhaustive survey of our earth method of "care for the young." He would find at the schools a cry: "Take the children back to the home. The home is turning over to us all of its problem. The home is the one, sacred place for the child." But he would also find there a contradictory plea of: "Take the mothers away from the school. Of all inefficient, unreliable people, it is those mother-women!" After an ineffectual attempt to make those two cries agree, he would arrive at the conclusion that there are two sets of mothers, the home-staying and the school-visiting kind. Investigating this clue, he would be led into a blind alley; discovering that the most awake and alert mothers of the community belong to a widely federated organization, through her individual, faithful mother's club. His next supposition would be the inevitable one that the atmosphere of the home aids a "sea-change" of maternal capabilities.

In the home he would find a varying degree of efficiency and responsibility; but an irresistible contagion of belief in the ineffectuality of the modern school system. He would find an astonishing fund of unorganized information, and the realization of the responsibility of a motherhood-to-many-children, not necessarily of blood relation. He would be told that the industrial revolution, the apartment house and the increasing employment of women outside the home had changed so much of home life that a survey based on the happily exempted, exceptional home would have no value to Mars or man. The mothers would demand that training for motherhood be put at once into the schools. That not even fortunate children, carefully raised, are safe as long as the mass of children are finding their own salvation in neighborhood gangs and later in adult groups of "Reds."

He would rush back to the schools with his valuable discovery. "Why not? Put mothercraft into your schools—all of your schools—and the next generation of women will not earn your contempt. Teach care for the young, the sick, the helpless in the school; let no girl of thirteen, fourteen, sixteen, escape without the knowledge of food values, of the chemistry of foods, of sewing, of scientific home organization, of biology, of psychology, oh, increasingly, psychology—the dignity of motherhood."

He would be told, that man from Mars, that the home is the place wherein to teach these things; and that indeed a few schools are teaching them; witness the overcrowded curriculum. (Bolsheviki having passed this way!) And he would be asked to come again, when a mothers' club would be in session, and see for himself what ignorant, raw women those mothers are! (The mothers of the sacred homes, where children should be increasingly kept, increasingly taught, and increasingly exposed to ignorant mothercraft!)

Returning after a lonely puzzled contemplation, he would add to his own confusion by finding many of the polite and pretty teachers fled, to establish sacred homes and nests of their own, having joined the despised ranks, to be one of "those mothers." He would even find a few enrolled as members of the mother's club, their position immediately reversed; experience of teacherhood unable to refute the stigma of motherdom! And the Marsian would abandon in despair the survey.

EDUCATION A MATTER OF BIOLOGY

By Cora Lenore Williams

Author of "Creative Evolution" and "As If" and founder of the Institute for Creative Education

It is a significant fact that mankind has never been able to realize its ideal in the upbringing of the young. There is perhaps in no other profession of the day so great a gap between theory and practice as in education. Nor is our age singular in this regard. "What is and what might be" was a subject of discussion as far back as Plato. And that education has ever fallen short of its ideal, is attested by the writers all down the centuries. Here then, as Plato would tell us, is a universal that we must needs have intelligence of, would we be able to proceed from the many particulars of sense which the education problem presents, to the one conception of reason essential to its solution.

In view of the age-long character of the

educational failure, to heap opprobrium upon school and teacher is idle. These have changed with the changing social order; likewise, homes and parents. Look as we may elsewhere, the trouble lies in the philosophy of education itself.

So perfect was the earliest formulation of educational precepts, that, like the geometry of Euclid, it left little to be desired. But like that geometry, its fundamental axiom is, after all is said and done, only a postulate.

Underneath all our educational theorems lies the assumption that one generation is able to forecast what is best for the next. This is the parallel-axiom of pedagogy. Its corollaries will come quickly to mind: Train up a child in the way he should go. * * * As the twig is bent. * * * Spare the rod. * * * No one has ever thought to question the truth of these unless it be the child himself.

Since education is concerned with the right functioning of the individual toward the great whole of life, it is subject like other sciences to the principles of relativity. We may not define it once for all. Whereas yesterday it was a matter of social and economic adjustment, it is today a question of what makes for a new and a better world-order. We are learning that the evolution of truth is one of progressive law. The conditions of life change rapidly, hence, what constitutes the best education for a particular period is to be determined only by taking a cross-section of the life and thought of that period. We must have the time, the place, and the loved one all in mind when the loved one is a child we would instruct.

All its interests and activities go to show that the evolution of human society today is in the direction of higher and higher integration. And as the State becomes more definitely integrated, the individual component must needs evolve accordingly. While nations are still young and States are in the process of forming, the pioneer is the ideal type of citizen. But the day of the pioneer has passed. We have to train the boy to be wise in his own generation even as was his father before him. Where formerly the concern of education was for those qualities that insure the freedom and initiative of the individual, that concern is now how best to fit him for his place in an organic whole.

And is not that what democracy is—the principle of relativity applied to our human relations? Education and government—these are but different aspects of the same problem. When we have learned to live democracy we shall not have to teach it.

THE SPRING VALLEY SCHOOL MOTHERS CLUB

The year's report from this school surely justifies to the most skeptical the reason for being of a mother's club. To one needy family a quart of milk was sent daily, and a contribution each month towards the rent; positions found for boys and girls forced to work; eye glasses, for children in the school, bought, and new shoes supplied, and old shoes mended; aid given towards defraying a dentist bill; hot lunches supplied to one poorly nourished boy; shoes furnished for a family of children by one club member, who also supplied this same family for months with a daily quart of milk; four complete Thanksgiving dinners sent needy families; an average of $10 a month spent in charitable ways. Welfare committee, chairman, Mrs. Frank Howard.

Five social meetings at the club with programs; four dances at the rooms of the California Club, these netting $131. Games purchased for the soldiers of the Thirteenth Infantry. Social committee, chairman, Mrs. John Revalk. Reception committee, chairman, Mrs. L. Botcher.

The Spring Valley playground on Broadway, between Larkin and Polk streets, was dedicated on May 23, 1917, a direct result of the unflagging efforts of the club. Playground committee, chairman, Mrs. Thomas Murray.

Visits made to the sick, and flowers sent. Sick committee, chairman, Mrs. Fred Aldrich.

A donation of $20 sent the Red Cross. Club members canvassed the neighborhood for the membership drive, turning in over 600 membership pledges. Members assist at the Red Cross sewing rooms every Friday.

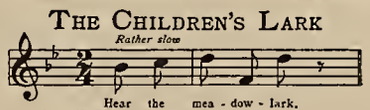
President, Mrs. Samuel Buckingham.

The compiler of these columns finds this report so admirable that it is run, alone, this month as a model. We talk of balanced meals these war days; this is a balanced calendar. The home-sick cared for, and the home-poor; Red Cross work indulged in, but not to the exclusion of the real work of mother's club, which is the child. This club is to be congratulated, not alone for having indefatigable workers and an executive president, but on the unusual asset of a principal who believes in the mother's club, and who is one of the faithful workers.

Their Immediate Duty

The challenge to arrest immediate attention of the thirty-odd clubs is their choice of club executives for the coming year. Soon the election of officers will be held. It has been proven necessary this war year to have executive ability of the genuine variety, in order to shoulder these new responsibilities. It is not too early to be canvassing the individual clubs for such hidden or emerging talent. Workers are wanted; not decorative names or languid favorites. This reminder should come from the national organization, or from the State headquarters. Such a warning would be heeded.

THE CHILDREN'S LARK



A collection of song themes, taken from the songs of the Meadow Lark of California. There is a great variety of themes. These words have been written to suit young children.

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Beacon News Column

Teachers using the **Beacon Method of Reading** have found that its simplicity leaves them with more time for supplementary work. The **Young and Field Literary Readers** are particularly useful in supplementing the Beacon Readers and the Ginn & Company **Classics for Children** offer excellent reading material for all grades.

All elementary schools need more material of this sort during the spring term. Teachers and librarians will find in the following editions, recently published, excellent material with which to add interest to their work:

Ewing's **Jackanapes and Other Stories** (56c) will do much to reveal to the American child the life his English cousins had in their country. From the tales in this book pupils will learn of the courage and sacrifice that war may demand from them also.

Dodge's **Hans Brinker** (64c) presents in an exceptionally vivid way a picture of the life in Holland and tells the story of the lifelong struggle of each generation of Hollanders against the ocean and the wind.

Carroll's **Alice's Adventures in Wonderland** (56c) is one of the books that every child should read. This new edition by William J. Long, with Oliver Herford's illustrations, is by far the most attractive now available for school use.

Cooper's **The Spy** (64c) is particularly suitable for reading today because it has been called the great American patriotic novel. (It inculcates far more successfully than many of the so-called patriotic readers the spirit of loyalty, devotion and self-sacrifice, and the other stern virtues so important in times of national sacrifice. Although it is a Revolutionary story it has no tinge of rancor or hatred of the British.)

Faris' **Makers of Our History** (80c) contains sketches of the lives of twenty-eight representative Americans drawn from all periods of our history. These particular Americans were selected partly because of the inspiring lesson that the early years of each have for children of today. The list includes Edison, John Muir, Alexander Graham Bell and Mark Twain, as well as the older heroes.

These and many other supplementary readers and library books may be ordered from

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Memorizing gems of literature is a means of enriching the child's limited expressional stock. New words, strong phrases, traditional allusions, and classical expressions are acquired through a contest that helps to give them both richer meaning and greater retention.

Department of Geography

H. W. Fairbanks

The Problem Method

The Department of Geography would be pleased to receive short reports from teachers who are trying out the problem method, with statements of results as regards interest shown and general progress on the part of the pupils.

The advocates of the older method of memory work claim that the essentials of geography cannot be taught through the use of the problem method. They say it is all very good and interesting to the pupils but that it does not give them the "minimum of location" called for.

In a later issue it is planned to present the detailed analysis of a problem in California geography.

Geography's Great Opportunity

Are we as teachers awake to the great possibilities which the new world conditions open up for the subject of geography? Our country and its people are no longer isolated. We can no longer live our own lives so independent of other peoples as we have been doing heretofore. As a country we have tried to keep out of world "entanglements," but now we must, if we would fulfill our obligations, take our place in a brotherhood of nations. The methods of the old geography whereby facts about the world are dished up for us instead of vital relations will no longer answer.

We cannot in justice to the children and the opportunities they are going to have in this broader life ask them to sit down and learn by rote formal statements about peoples, climates, productions and industries feeling that we have done our duty if they can get up and recite these things.

Such methods will not meet the needs of the present. True geography is not a statistical recital of facts, but an attempt to get at the meaning of facts. Geography is the one single study of the curriculum capable of bringing before the children a realization of their new position in the world.

The world has been made relatively smaller and we have been brought in contact with peoples we once thought outside of our remotest interests. Let us abandon as quickly as possible the study of mere facts about the earth, for there is no real knowledge in facts themselves, and attempt to find our true relation to such facts which alone constitutes that geography which has any value for the schools.

The aim of true geography, which is as yet not generally recognized by educators, but which the teacher of true insight must strive for in season and out of season, is to understand the meaning of our world environment, rather than to cram our heads with meaningless facts about it .

Are We Teaching Geography or Merely Giving Information?

The tendency of both textbooks, supplemental readers and courses of study is to lead the teacher away from what is strictly the geographical point of view and cause her to lose herself in the boundless field of mere information.

This was brought forcibly to my mind when discussing with a school principal the question as to what should be included in the geography course. He said: "Would you not teach the industries? Do you not think the children ought to know something about such things?" The idea expressed in these questions is very widespread among teachers. Are industrial processes a part of geography? Have they any business in our school geographies? We must face and answer such questions before we can expect to make any great progress in geography teaching.

Three problems are involved here. The first is: Are industrial processes a part of geography? The second is: Have they any real value for the pupil? The third is: If they are valuable, should they be made a part of the geography course?

There are a number of causes which have led to the introduction of much industrial material in the geography course. One of these is the failure to appreciate the limits as well as the true significance of geography. Another is that the details of industrial processes are found throughout nearly all our geography textbooks, placed there evidently because it is generally held that they constitute a part of the subject. Still another is that it seems to be generally held that children are not receiving the proper education unless they study the processes involved in the preparation of raw materials and their transformation into finished products.

In the first place industries themselves have no more relation to geography than has the structure of the abandoned nest to the flight of the young birds south at the coming of winter. At the World's Fair we went through the flour mill while it was in operation. The process of flour making was interesting and entertaining. But it does not follow that six months from that time that any one of us could have given an intelligent description of how the grain was turned into fine white flour or that we received any permanent benefit from the experience. How much less impressive and how much more easily forgotten is the process of handling the wheat and the making of flour described in many of our geographies along with the study of wheat.

In our geography we very legitimately study, as one item in a long list of items, the causes which have governed the distribution of the great wheat districts, and the various things which have made it possible to grow wheat profitably in a given locality, such as soil, climate, accessibility to market, etc. But we have no more right to include in this geographic study the making of flour out of the wheat than we have to follow it still farther and make a study of the various ways in which wheat can be fixed up in palatable dishes.

Notwithstanding the absurdity on general principles of a grouping of such absolutely unrelated things as those mentioned above, it does not, nevertheless, always follow that they should be kept separate. In the third and fourth grades, especially, the pupil has not yet begun to separate the points of view from which his environment can be studied. He looks at the world about him synthetically. Analysis will come later. At this stage it would be wrong to draw a sharp line, or really any line at all, between geography and nature study. If wheat is grown in the neighborhood and ground into flour nearby, and the child comes more or less in contact with these things, then it is right and proper that he should learn as much about them in a concrete way as is possible, for such studies constitute one of the means by which he progresses and becomes intelligent as regards his life conditions. But if wheat is grown nearby and the mills are one hundred miles away, completely outside of his experience, then it would be an absurdity for him to commit to memory and recite in class the processes involved in the making of flour. If he expects in some way to be concerned in this work it is better to learn the process from experience.

Industrial processes are, then, at no stage, a real part of geography, but during that elementary period when subjects have not yet become differentiated such industries as are closely related to the life of the child may be legitimately introduced with it as a part of his environment.

At an advanced stage the descriptions of industrial processes should have no place whatever in the study of geography. Nature study deals essentially with the environment. Industrial processes which are far removed from the environment cannot be classed under the head of nature study, and they have no relation to geography unless in some way earth-conditioned. Whether a flour mill in a given place should be run by water power or by fuel depends upon geographical conditions, but farther than that in the making of flour we cannot legitimately go. The so-called geographical readers which deal largely with industry cannot be used to teach geography. They are as worthless as are those geographies which present their facts as mere disconnected statements or descriptions.

If the children were really like phonographs, into which we can repeat facts and then call them out at will, it might be permissible to cram them with the facts of industrial processes, but with our present interpretation of the human mind this would appear perfectly indefensible. Children get tired of the everlasting cramming process and too often get away from it as soon as they can.

Unless in particular cases where industrial processes appear to help make more clear the ideas of the geopraphy lesson it would appear that their association with the geography tends to obscure the main object which should be held in view. Geography will never attain its true position in the estimation of educators until completely separated from the various bits of information about all sorts of things which we now dose out to the children with the geography because we cannot find any other convenient place to put them.

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Southern California Section

Under Direction of
HERBERT F. CLARK
Teacher of History
Sentous Street Intermediate School
Los Angeles, Cal.

Editorial

ANALYTICAL ATTITUDE IN TEACHING EXPERIENCE

The wideawake teacher is constantly analyzing the various situations as they arise in her experience, and by such process adds to her ability as a teacher. She is constantly referring to her pedagogical books and magazines and comparing others' experiences with hers, thus keeping alive and in growing condition her professional attitude.

Every classroom is the best sort of educational laboratory, and every recitation an interesting and edifying experiment. And just as the chemist becomes expert in the analysis and re-arrangement of the chemical compounds, so does the live teacher become expert in dealing with the elements at her disposal. It is this constant opportunity for study and re-arrangement that breaks the monotony of everyday work and gives zest and satisfaction in the task at hand.

INDIVIDUAL VS. GROUP IN DISCIPLINARY PROBLEMS

Teachers and principals need to guard against a policy that inflicts disciplinary measures upon all the children in a group because a few of them abuse the ordinary privileges and courtesies of the institution. It is the larger number that should shape the policies and the attitude. It is extremely trying for a teacher to keep sweet, and in a wholesome teaching attitude, when some smart "aleck" in the group keeps acting in an exasperating manner. At the same time it is necessary that she does maintain her poise and dignity for the sake of the rest of the class who have no part in the disturbing element. The only thing to do is to eliminate the disturbing factor until such time that she can deal with him or her in a manner befitting the occasion. The same holds good in dealing with the failures and the slackers in the daily assignments and recitations. It is extremely easy for a teacher to let an indifferent pupil determine largely her attitude toward the whole class. But this is poor policy. Better by far give more attention to the larger working majority and let the others feel their loss in some unspoken manner.

What holds true for the teacher in dealing with her pupils, holds also true for a principal in dealing with his group of teachers, or with the children in the school as a whole. Never should a whole group of teachers or pupils be placed under suspicion, or be denied ordinary courtesies and privileges merely because someone or few of their group have abused such privileges.

ABRAHAM LINCOLN AND THE PRESENT GREAT CONFLICT

The celebration of Lincoln's Birthday this year was fraught with greater significance than ever before. In this great world struggle the minds of millions of Americans have turned to the great liberator in memories of hope and consolation. The question is: What would Lincoln do in this great crisis? The likeness of aims in this struggle, and the one which this great American led his people through, is apparent, and hence the double significance of the celebration of his birthday.

This conflict seems not yet to have reached its Gettysburg. There seems not yet to have been enough blood spilled to satisfy the gods. There were these periods of depression and doubt in the civil struggle in America, but never did this great soul doubt the final outcome. As his picture appears in the business windows and eulogies of him appear in the different publications, so the hearts of the American people turn to his life for hope and inspiration. It was then a struggle; it is now a struggle to determine whether "governments of the people, by the people and for the people shall not perish from the earth."

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Editorial Notes

THE ELECTION OF SCHOOL TRUSTEES

The school district is the smallest unit of democracy. If we keep the country safe for democracy we must keep the school district safe. It is the source of our patriotism. It is the beginning of our representative Government. The school trustee represents the people of his district. He employs the teacher, provides the school facilities and sees that the children of the district attend school. It is an important office. The Superintendent of Schools should send out frequent notices to the trustees. And before the annual election attention should be called to the importance of holding the election, and of having the people of the district vote. The trustee serves without pay. His services are of value and should be appreciated, especially if service is rendered for the entire people of the distirct, with the interest of the children as the important factor.

* * *

HIGHER PAY FOR TEACHERS

The usual method of writing articles on teachers' salaries is to compare salaries paid in different cities, and then draw conclusions. It is usually claimed that the larger the salary the better the teacher. It is also claimed that the large salaries paid in cities attract the best teachers from rural districts and other towns and cities. This is not necessarily true. Large salaries have little to do with quality of teaching. The best teachers continue to be, like poets, born, not made. The normal schools and universities have added to the birthright of many teachers. High salaries, however, have not made a record for efficiency.

Higher pay for teachers at this time is a matter of simple justice. The teacher has received merely a living wage. Now that the cost of living has doubled, the teacher has not enough money to pay her board and meet the demands upon her. This is particularly true of the elementary teachers. There will be a definite effort on the part of the present administration to increase the common school fund, and provide more money for teachers' salaries. The increase should come through the State school fund rather than by county funds or special taxes. The State school fund helps out the poorer district and is therefore the fund that should be augmented.

Trustees, superintendents and taxpayers should take this matter up with the Assemblymen and Senators. The resolutions of teachers do not have the same effect as the voice of a taxpayer who recognizes the importance and justice of higher pay for elementary teachers.

* * *

THE LINCOLN SCHOOL

The Lincoln school of San Francisco is unique in that it has a live alumni association. Once each year it celebrates with a banquet. The teachers and pupils who were members of the school before 1881 are entitled to membership. It is remarkable that so many of the boys before 1881 are now prominent in the life of San Francisco. And how they appreciate the annual dinner together on Lincoln's day. Each one of those old-time boys is a friend of the public school, and are examples of the product of the public schools forty years ago.

Dr. C. W. Decker, one of the boys of the Lincoln school, had the true spirit of youthful enthusiasm as he talked to us about the alumni dinner. Dr. Decker is himself a fine example of the boys of the old Lincoln school. For nearly forty years he has kept his office within a stone's throw of where the site of the school house was. And as a native son, a former school director and a progressive student in his profession, is a fine example of the product of the old Lincoln school.

We hope that the patriotic wish of the late principal, W. W. Stone, to build a suitable monument to Lincoln will be realized.

* * *

WAR

The war is full upon us. We realize as never before what it means. It is not the high price of food, the Thrift stamp, or Liberty loan that makes us conscious. It is the change in the people. The criticism of the administration has changed from the people to a few of those whose interests are affected. The great heart of the people is with the President, and sending him good thoughts, hoping that his plans and purposes will have full fruition. The school teachers and the children are for the kind of war that will bring peace, and bring it quickly.

* * *

THE NEW YORK BOARD OF EDUCATION

The new Board of Education in New York consists of seven members instead of forty-six. Mayor Hylan appointed two women on the board. He refused to appoint a representative of the teaching force on board. He did, however, recommend that the advice of teachers be considered and that the president of the teachers' council be invited to sit with the board, with a voice but no vote. The board abolished the committee plan of government.

* * *

PAVILION SCHOOL HOUSES

Boards of education contemplating building new school houses should consult with Dr. F. B. Dresslar of the U. S. Board of Education. Dr. Dresslar has devoted himself exclusively to school architecture for the past twenty years. His long residence in California also fits him to consider our special needs. The school pavilion is adapted to our country high schools. It is an economical plan where grounds are not expensive.

WESTERN SCHOOL NEWS

Supt. A. C. Barker, formerly of Oakland, has been elected superintendent of the schools of Vallejo. Superintendent Barker has a splendid record for service in the public schools. He was very popular with the Oakland teachers, and the citizens of Vallejo are fortunate in securing so valuable a man.

* * *

Mrs. F. E. Raymond, the Pacific Coast representative of Gregg Publishing Co., has added new laurels to her efficiency. The State of Utah has made a five-year adoption of Gregg shorthand rational typewriting, office training for stenographers and speed studies. Four fundamental and basal texts. Efficiency and service based on merit is making the Gregg Publishing Co. texts so universally popular.

* * *

The inauguration of Dr. E. C. Moore as the President of the Los Angeles State Normal School and Teachers' College, January 5, was a notable educational event. The daily papers and many educational journals featured the occasion. Dr. Moore's address was scholarly and eloquent.

Greetings were extended on behalf of the State by Hon. Albert J. Wallace, representing Governor Stephens; on behalf of the State Board of Education, by E. P. Clarke, president; the University of California, President Benjamin Ide Wheeler; the Endowed Universities and Colleges of California, and Leland Stanford, Junior, University, Dr. Ellwood P. Cubberly; the Normal Schools of California, Edward L. Hardy, president, San Diego State Normal; the State's City School Systems, Dr. Albert Shiels, superintendent Los Angeles City Schools; the State Educational Associations of California, William L. Stephens, superintendent of schools, Long Beach, and vice-president of the California Council of Education; the State's County School Systems, Mark Keppel, superintendent Los Angeles County Schools; the Faculty of the Normal School, Miss Josephine E. Seaman, Department of English of the Normal School; the Alumni of the Normal School, Miss May Gearhart, Supervisor of Art, Los Angeles City Schools; and on behalf of the Student Body of the Normal School, Miss Evelyn Flowers of the Senior Class.

* * *

Will C. Wood, Commissioner of Secondary Education, has called the State High School Principals' Convention for April 11-13, inclusive. It will be held in Oakland. All principals are required by law to attend this convention. Among the topics that will be discussed are: "Vocational Education, under the Smith-Hughes Bill;" "Physical Education and Co-operation of the Schools in War Work."

* * *

The Institute for Public Service, New York, reports 160 schools without teachers in Iowa, and that the three teacher training schools in New York City has 50% less registration than in 1913.

* * *

Two School Trustees in Tulare County became involved in a fight over local school affairs and resulted in the death of one of the Trustees.

* * *

The department of the N. E. A. of superintendents will be held at Atlantic City, February 25 to March 2. The N. E. A. annual meeting will be held at Pittsburg, June 29 to July 6, 1918. The N. E. A. bulletin will be sent free, giving program and valuable information. Address J. W. Crabtree, secretary, Washington, D. C.; Susan Dorsey of Los Angeles, director for California.

* * *

The election of School Trustees will occur on the last Friday in March.

* * *

Supt. Dan White, in his "Course of Study," says:

"Every teacher should endeavor to interest the parents in the work of the school. Encourage them to visit and see the work that is being done in the school from day to day. Give them to understand that you enjoy their visits and consider them helpful. Encourage Trustees to visit and take a more active interest in the welfare of the school. Enlist the support of the local papers, and by all means let your school occupy a prominent place in the affairs of the community."

Silver, Burdett & Co. have announced that N. C. Grimes has taken charge of their work in Northern California and Nevada. Mr. Grimes is a graduate of the University of Wisconsin. He has held various school positions. He has been a rural school teacher and principal of a grammar school. He has been a high school teacher, an instructor in mathematics in the University of Wisconsin, and for four years was head of the Department of Mathematics in the University of Arizona. He was a year in the University of Oregon as assistant to the president and has done some secretarial work in matters connected with Stanford University.

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ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF STATE BOARD OF EDUCATION JANUARY 7-12, 1918

The State Board of Education held its regular quarterly session at Sacramento, January 7-12, 1918.

Authorization was given for the publication of a series of twelve lessons on war citizenship, prepared by R. L. Ashley of Pasadena. These pamphlets are to be distributed to the high schools that can make use of them.

The Commissioner of Secondary Schools was authorized to call the convention of high school principals April 11-13.

New names were added to the Committee on Students' Working Reserve as follows: Chas. A. Whitmore, vice Marshall DeMotte, Prof. B. H. Crocheron, J. B. Lillard, Tracy R. Kelley, Clark W. Hetherington.

An agreement, to be signed by the State Board of Education and the Board of Regents of the University of California, establishing a basis for the training of vocational teachers of agricultural, trade and industrial subjects under the Federal and State vocational education acts, was approved by the board.

Frank H. Ball was appointed director of evening schools for the training of teachers of vocational and industrial subjects at Los Angeles, as provided by the Federal and State acts for vocational education.

All bids for texts in spelling were rejected, and the board declared its intention of revising the State Trial Speller for use as the State series textbook.

The prices of the New State Series Third and Eighth readers were fixed as follows:

Third reader f. o. b. Sacramento 22 cents, postpaid 28 cents.

Fourth reader f. o. b. Sacramento 27 cents; postpaid 35 cents.

Pending applications for high school credentials, credentials in special subjects, recommendations for health and development certificates and life diplomas were disposed of.

The following statement of principles, recommended by the Committee on Legislation, was adopted by the board:

1. Concerning the tax limitation measure, we favor the amendment of this measure so as to restore the minimum amounts per unit of average daily attendance in elementary and high schools in effect before the passage of this act. We also favor the amendment of said measure so as to make the Superintendent of Public Instruction a member of the State board of authorization; an amendment so as to provide an annual increase in the amount of school funds that will be proportionate to the increase in average daily attendance; an amendment so as to provide adequately for the support of newly created districts and for such additions to the school fund as may be necessary to meet increasing demands on the schools.

2. Concerning elementary school finances we favor an increase in the amount of State funds set aside for elementary schools from $15 to approximately $17 per pupil in average daily attendance. We also favor an increase in the amount of county fund for elementary schools from $550 per teacher to approximately $700 per teacher, after deducting the amount received from State apportionments, provided that each county shall raise a minimum of approximately $20 per pupil in average daily attendance.

The list of high school textbooks compiled under the direction of the Commissioner of Secondary Schools, in accordance with the high school textbook law enacted by the 1917 Legislature, was adopted by the board, subject to certain modifications agreed upon.

Authorization was given the commissioner of vocational education for publishing a bulletin on the training of teachers in agriculture.

Retirement Salary Business

The following appointments of examining physicians were made to replace physicians who had entered the military service: Dr. F. F. Gundrum, vice Dr. Jas. H. Parkinson, Sacramento; Dr. Harry M. Wegeforth, vice Dr. Paul Wegeforth, San Diego; Dr. C. Van Zwalenburg, vice Dr. W. W. Roblee, Riverside.

Requests from Robert H. Lane, E. J. Lickley and E. E. Hitchcock, all of Los Angeles, to be classed as educational administrators, in order that they might be entitled to the benefits of the teachers' retirement law, were granted, upon information that had not previously been before the board.

Payment of retirement salaries aggregating $58,817.24 for the quarter ending December 31, 1917, was authorized.

Retirement salaries were granted as follows:

Five hundred dollars per annum—Mary L. Belding, Mrs. Minnie K. Bisby, Mrs. Edith M. Bonelli, Marie Eleanor Doran, Belle M. Duncan, Susie H. Earle, Frank G. Huskey, Ella J. Morton, Lilly K. Piper, Alice M. Stincen, L. E. Vickers, Hattie L. Wooll, Annie M. York.

Under Section 14 of the law—Mary H. Buckham, Estella R. Davis, Luella A. Duncan, Mary Holmes, Dora Kozminsky, Jennie S. Merritt.

Refunds of erroneous salary deductions, amounting to $409, were authorized.

The board adjourned to meet in special session during the week of February 18.

C. S. PIXLEY, Acting Secretary.

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- Moulton's Introductory Latin.
- Towle and Jenks' Caesar's Gallic War.

German
- Spanhoofd's Elementarbuch.
- Mosher-Jenney, Lern und Lesebuch.
- Zinnecker's Deutsch fur Anfanger.
- Manfred's Ein praktischer Anfang.
- Holzwarth's Gruss aus Deutschland.
- Wesselhoeft's German Composition.

Italian
- Bowen's Italian Reader.

French
- Fraser and Squair's French Grammar, Complete.
- Fraser and Squair's Shorter French Course.
- Fontaine's En France.
- Grandgent's Selections for French Composition.

Spanish
- Marion & Garennes, Lengua Castellana.
- Hills and Ford's First Spanish Course.
- Bransby's Spanish Reader.
- Nelson's Spanish American Reader.
- Whittem and Andrade's Spanish Commercial Correspondence.
- Waxman's A Trip to South America.

History
- Webster's Ancient History.
- Webster's Early European History.

Mathematics
- Wells & Hart's First Year Algebra.
- Wells & Hart's Second Course in Algebra.
- Wells & Hart's Geometry.
- Wells Complete Trigonometry.

Science
- Elhuff's General Science.
- Allen & Gilbert's Textbook in Botany.
- Walter's Principles of Health Control.
- Arey, Bryant, Clendenin and Morrey's Physiography.
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THE
WESTERN JOURNAL OF EDUCATION

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MEETINGS

Bay Section the California Teachers' Association; Lewis B. Avery, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, F. H. Boren, Lindsay, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs, Miss Anna Keefe, President, Oakland, Cal.; Miss Cora Hampel, Secretary, Oakland, Cal.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, Mrs. Agnes Ray, George W. Stone.

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THE
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THE SANTA ROSA SOCIAL CENTER

The schools are striving to enlarge their field of activity and of usefulness. This tendency seems to be one of the well-defined movements in education. We note it at the top in the decision of the university to have branches of both the Extension Division and the Summer School in Southern California, and in the increase in the number of courses offered and the centers established for extension work. The university is literally being taken to the people. In the public schools we find the continuation classes, the polytechnic courses, the technical, night and summer schools and the social centers.

Each progressive city has worked out one or more of these various phases of expansion. Some have tried them all. Some have excelled in one and some in another. The social center has perhaps reached its greatest development in California at Santa Rosa under the direction of Supt. T. F. Brownscombe.

When Mr. Brownscombe took charge of the schools he found that all sorts of students' activities—parties, dances, basket-ball games, debates, etc.—were carried on under the name of the high school, but over which the school had no authority. Often the name of the school seemed to be used only to add respectability to the occasion. He resolved, he said, that all of this must be changed and that any activity carried on under the name of the school should be wholly under its direction. But a difficulty at once presented itself. There was no place at the school where such gatherings could be held, and for this he began to plan.

His opportunity came soon in the building of the new high school annex. In drawing the plans the social needs of the school were kept constantly in mind. When it was being constructed many of those who came to inspect went away in silence, shaking their heads, while others, more courageous, expressed doubt as to the wisdom of taking one-half—and that the front—of a $120,000 building for a gymnasium. When this room was completed, however, it was found to be more than a gymnasium. It was provided with a smoothly polished maple floor; at one end was a stage and a boys' dressing room; at the other, a similar room for girls, a large store room for apparatus, chairs, etc., and a cage for a moving picture machine. Along either side a balcony ran for the full length of the auditorium.

When the new building was ready, orders were issued that all parties, dances, basket-ball games and other student activities conducted under the name of the school should be held in this auditorium. In order that these affairs might be placed upon a higher social plane, one of the teachers who seemed especially qualified for the work, was assigned to the position of social director. She was given the same authority over the social affairs of the school as were exercised by the teachers during the day. With great tact, this teacher undertook the work of not only directing student activities but also of correcting a number of undesirable customs that had grown up about the school parties and dances, and of instructing the boys and girls in the proper social decorum. It had become the custom at the dances, for example, for the boys to bring their young ladies to the door only of the auditorium. After putting away their wraps, the boys would congregate in one end of the hall and the girls in the other. A wild scramble for partners followed the first notes from the orchestra. This has all been changed. Each boy now escorts his lady to the door of the girls' dressing room, and has returned from his own in time to receive her when she reappears and to take her to a seat in the hall. Emphasis has also been placed upon the conventions of the dance. The boys, for example, have been instructed concerning such courtesies as how to request the privilege of a dance, and how to hold the young lady during the dance. The teacher has impressed upon the students that the observance of these courtesies and conventions is an unmistakable mark of breeding and education.

These matters brought under school control, Mr. Brownscombe was ready for the next step in his plans. As school funds were not available for the purpose, he lay before the great Luther Burbank his desire to have a moving picture machine and an Edison phonograph. When assured that the school would in this undertaking have the co-operation of the moving picture houses, Mr. Burbank, whose heart has kept pace in its development with his genius, gave the laconic instruction to Mr. Brownscombe "to go and buy only the best."

With the hall thus equipped, social night—Friday—at the school was soon organized. This consists in the first place of a free moving picture show for an hour, of films selected by the school, and, by agreement with the moving picture houses, not previously run in the city. The films shown are mostly of an educational nature. Those that prove popular at the school are not infrequently given during the following week in the public houses. The school movies are open and free to both adults and children and are well and regularly attended. After the show a dance is generally given in the auditorium. For those who do not wish to remain for this, other forms of amusement are provided. One of the most popular is a story-telling section conducted by one of the local ministers, who has traveled widely and who is especially gifted as a story-teller. Besides these there are sections for the Camp-fire Girls, the Boy Scouts, and games such as checkers and chess for those who prefer this form of amusement. A special class for the study of French has also been organized.

This gymnasium or social hall has proved very popular and has been in great demand. Its lights are burning almost every night of the week. Besides school activities of all sorts, it is used by University Extension classes, by several women's clubs, a men's civic club and by a New Thought church. It has become not only a school social center, but a town meeting place as well. Its influence has been both good and far-reaching.

This excellent example of Santa Rosa in enlarging and directing the social work of the school should be followed by many other places.

* * *

FOOD PROBLEMS

Superintendent Farmer of Evanston, Ill., and Janet Rankin Huntington, Department Public Instruction of Wisconsin, have written a wonderful little book to illustrate the meaning of food waste. It is published by Ginn & Co., of Boston and San Francisco, and sold at 27 cents, and to school boards teachers etc. at 20 cents, postage and transportation extra. The price is made so very low because of the desire of the publishers to co-operate with the food administration in getting "over the top" with the right kind of material. Food Problems is certainly a wonderful little book. The problems are of a pertinent nature for 6th, 7th and 8th grade children. Here is problem 39, page 24.

39. Mrs. Lee finds from the government bulletins that she must reduce her use of wheat flour 25 per cent to do her part in saving food. By observing wheatless day she saves one-seventh of the 21 pounds of flour she formerly used. On the other 6 days she saves 6 ounces per day by serving more vegetables so as to use less bread.

a. How much flour does she save weekly?

b. Is she saving enough, too little, or more than enough?

c. If every one of the 20 million families in the country saved as much, how many 196-pound barrels could be sent every week to feed our Allies (approximate)?

There are wheat problems, meat problems, sugar problems, and miscellaneous problems. The authors have performed a service, now it's up to the teachers and pupils to "carry on" the service for the government. Enlist now. See that the books are in the hands of the pupils. Give extra credits for the one that can work out the most food problems.

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The Ancient Order of Mozurians

AUTHENTIC HISTORY

To those without proper historical perspective it may be well to explain that the Mozurians are a very honorable as well as a very ancient order. Their founder was Adam, the Edenite. After being catapulted over the walls of Eden, following the experience with the serpent, Adam took a turn around about his new possessions and returned to Eve very much depressed in spirit. He said to her: "Eve, I've been over this land and I want to tell you it is a bad lot. There is much alkali, and the hardpan in places comes to the top of the ground. It is my judgment, after due reflection, that we have been deliberately camouflaged by that serpent out of the best land in the country. We have been done to a brown turn. Nevertheless, we have acquired a great lesson which shall endure for all time. We stepped before we looked. Once is enough. Hereafter we'll always be shown there is no camouflage before we step. Safety first, hereafter, for me."

That afternoon, the spirit of great enterprise upon him, Adam hiked over to the Land of Nod, which lies to the east of Eden against the Cherubim. He forthwith organized among the Sons of Nod the Order of Mozurians. He laid down three great principles as the foundation of the order.

1.—Safety first. Insist upon being "shown" beyond peradventure that the ground is firm under foot.

2.—Then go over the top, not stopping to argue with the neighbors.

3.—Bruise, with the heel, the head of every camouflaging serpent you find.

Thus was organized the great Order of Mozurians. They settled first in Ireland and having there exahusted the supply of serpents, they finally made their permanent dwelling upon the right bank of the Mississippi.

The serpent, however, had already organized the Independent Order of Camouflageurs. They have ever lived in high places where the grass is long and the hours of labor short. Their chief occupations have been to misrepresent the face of nature, to steal licorice out of the mouths of babes, and vainly try to hornswoggle the Mozurians. Ergo, the Mozurians have ever waxed powerful in caution.

It will be the chief function of this column to illumine the diversions of these two orders, some past but mostly present, with occasional animadversions to the vaporings of a certain other society—the Sacred Purveyors of Pedagogy, Penantry and Poppycock.

The rest is easy reading.

* * *

THROWING THE FAT INTO THE FIRE

Mr. E. Morris Cox, Assistant Superintendent of Oakland, desires to be "shown" the meaning of certain strange phenomena in the marking of pupils' report cards. Reciprocally he is doing some showing upon his own account. He has sorted out the markings of every pupil in the Oakland schools according to the markings of 1 (excellent), 2 (good), 3 (passable), 4 (poor) and 5 (complete failure). Next he has computed the percentage of each of these markings for each teacher, for each grade, and for each school.

The results are very disconcerting—especially to a man with Mr. Cox's serious turn of mind. Considering extremes, he finds it puzzling to comprehend the significance of the fact that one low first grade teacher marks 57.3 per cent of her pupils 1, 33 per cent 2, 9.7 per cent 3, with none below, while another teacher of the same grade marks .6 per cent 1, 24 per cent 2, and 38.9 per cent 3, while a grade mate marks only .5 per cent of per pupils 1, 60.8 per cent 3, and 31 per cent 4. The figures show, as Mr. Cox laconically remarks, that "such differences are not exceptional" and the situation is "without any apparent reason for such differences."

Turning now to schools, Mr. Cox's figures cover 42 different elementary schools. In the markings of "1," the variations are from 9.8 per cent in one school to 47.4 in another. In 3 ((passable) the variation is from 12.6 to 38 per cent, and they are very evenly distributed between these extremes.

Now, what in the name of pedagogic sanity does this mess mean? Mr. Cox does not assume to know—he merely submits the facts—and takes the Mozurian attitude of asking to be shown.

It would be a fair assumption that the markings have some reference to pupils, yet, obviously, they do not. If it were so, then all that would be necessary in order to transform a lunkhead pupil into a genius would be to transfer him from a teacher who marks low to a teacher who marks high, or in severe cases, from school to school. Conversely, it would be hazardous for a parent with a family of geniuses (according to school markings) to trifle with his offspring's mental calibre by moving and sending his offspring to another school—they might drop to lunkheadism over night.

But what the cards do actually mark is, not the standing of the pupils, but the varying mental and moral attitudes of the teachers—our pessimism or our optimism, our square headedness or our round headedness, our stern puritanism or our mushy sentimentalism, our faiths or doubts, our philosophies of life, and above all, our varying degrees of sense of humor. Report cards, by the personal inconsistencies which Mr. Cox exposes, tell nothing about pupils, but they do tell what the teacher had for supper, how her beau has treated her, whether or not, in her mind, education is bounded upon the north by the raffia weaving, upon the south by the muscular movement in writing, upon the east by the definition of prepositions, and upon the west by the pronunciation of Tuesday.

When one school of 600 pupils marks .6 per cent of its pupils 1, and 38 per cent 3, while in the same city another marks 47 per cent of its pupils 1, and 18 per cent 3, we know at once that the average judgment in one school is made of tenpenny nails, ground glass and the coagulated blood of Conscience Always-Do-Right Jones, late of Salem, Massachusetts Colony, and that the judgment in the other has been compounded from fluffy duff, Frederic Froebel, and a belief that radish painting is the purpose of schools.

Forty-nine teachers of experience in an eastern university college of education attempted to mark the writing of one pupil. Their marks varied from 25 to 95, though forty-three of them were between 55 to 85; yet as a matter of mechanical scale measurement the paper should have been marked 40! Twenty-nine high school teachers marked the same algebra paper (Second Annual Conference of Educational Measurements, p. 123). Their marks varied from 52 to 80. They also marked an arithmetic paper with variations ranging from 48 to 77. Starch (Educational Measurements, p. 4, et seq.) had 142 teachers mark the same English paper; the marks ranged from 28 to 98. One hundred eighteen teachers marked the same algebra paper with very even distribution of ratings between 59 and 89, though the extremes were from 28 to 93. Seventy teachers marked the same history paper with scattered ratings from 43 to 91.

What is the conclusion? Obviously, the ability of any one to judge an examination paper, or a child's daily work, according to a fixed standard, is as impossible as to guess the number of beans in a bag. We have no such ability in either case. It is folly to expect it. Mr. Cox's figures prove what we already should have known.

The disconcerted Mr. Cox pores over his figures, finally settles back upon his haunches, and asks "Pourquoi?" which is polite Oaklandese for "show me." The situation is embarrassing. The crisp silence of reply is painful. Who is going to show him? Mr. Cox does not look like a humorist.

Just to whom is it that Mr. Cox is addressing his inquiries? To the teachers and principals? What, pray, have teachers and principals to do with the system of report cards except foolishly to obey administrative orders and thereby make monkeys of themselves for the gaiety of nations? The teachers did not invent the system of report cards. Report cards are an administrative contraption. Mr. Cox as an administrative officer has cast a boomerang, and unless he steps lively it will, upon the rebound, catch him in the pit of the stomach. The administrative department of Oakland, having put the question, will have to answer it. The question may be lulled to sleep by the lullabies of pedagogy, or it may be answered by action. We expect the latter, for Mr. Cox has never yet sung camouflaging lullabies. And there is a new Superintendent in Oakland who is looking at those figures, too. We do not know much about the new Superintendent yet. He looks like a Mozurian. He talks like a Mozurian, or to be accurate, he listens like one. Moreover, he carries himself as a man who is silently spoiling for one, big, two-fisted fight with some real issue in the school system, and who is not going to do his fighting upon the lime-lighted stage, in the back alley of politics or pedagogic debating clubs. He carries himself as one who will fight with administrative action, not with words—when he gets good and ready.

This above true story has a moral. Oakland is only a name. It is the algebraic symbol for every city, every district and every little red school house in the land, for all attempts to measure pupils' education in terms of others' unstandardized judgment. Oakland is only noteworthy in that Mr. Cox has lanced a local boil and exposed the pus to a universal pedagogic folly. The report cards from the Pacific to the Atlantic stand for hysterical, nervous children, for the painful family scenes, for school camouflage, for deceived parents, for tired teachers, for folly and frumpery the world over. Lead us into action, Mr. Hunter and Mr. Cox, and the distracted school world will follow.

* * *

SAGACITY FROM THE SAGE OF MARIN

Let us not deceive ourselves that the matter of report cards is a superficial issue floating upon a sea of irrelevancy. It is deeper than merely informing parents as to their offspring. The principle of it is that of measuring mentality. If we could invent a report card which would not brazenly and outrageously lie upon all occasions, we would have the principle of the master key to unlock a hundred sealed rooms of schooldom. If we could measure mental progress, and truthfully set down a mathematical mark for it, then we would solve the problem of promotions, we would know what to do with retardations, we could intelligently saw the dead wood out of the courses of study, we could put in live grafts, and we could shape an educational system which would do more than pretend to teach haphazard. Until we had learned to measure physical forces mathematically, astronomy was astrology, physics was incantations of evil spirits, chemistry was alchemy and biology was horoscopy. Mr. Cox i,n asking to be shown how the report cards can be made truthful as to pupils' mental growth, is asking to be shown the working principle of mentality.

But we need not go that far for the present. There are many half-way stations which the truth about report cards would illumine. Superintendent J. B. Davidson of Marin has taken a hand in this mixup. He has written Mr. Cox a letter about the latter's expose. He is moved thus incisively to remark:

> "A report card is neither a good incentive to work nor a proper one. No teacher can make work interesting nor can a pupil like his work through the daily fear of a poor mark. A report card so used is a threat. It belongs to the same order of incentive and should occupy a place beside the rod. In fact, it is worse or more useless as the case may be. It is a continual threat and cause of irritation to the sensitive, the high-strung and the ambitious; and a very distant, remote and improbable reward to the indifferent.

The Sage of Marin here voices one view. Many sustain the report card upon the theory that it is offered as information to the parent, regardless of its effect upon the pupil. Can the same mark both drive the pupil and yet inform the parent? This is what the present report card attempts. If a pupil is doing his best, needs encouragement, but is very poor, should the parent be informed? Would the parent prefer to have the pupil encouraged by a lie and himself deceived, or would he prefer to have the pupil discouraged beyond hope in order that he himself may know the truth?

However, we need not worry over these imaginary issues, for, as Mr. Cox's figures show, **the markings have no intelligible meaning in any form and are deceptions of pupils, parents and teachers,** and until we can invent a report which tells a standardized truth, all issues as to its meaning are camouflage.

From out of the sagacious experience of the Sage of Marin wells this further discernement, which bears with it very pregnant interpretation. He says, "Nor should the defects of the courses of study, their inflexibility, inadaptability and unreasonableness be hidden beneath a system of report cards and the method of their marking."

Ergo, the report card marks not pupils, not teachers, not schools, **but the course of study.** Well, that's an interesting conclusion for cud-chewing. By the way, is it not the kernel of the nut? If we had courses of study to fit each individual child's goals and mode of learning, then every child, even a moron, would get "1," must he not? According to this, the cause of low marks lies in attempting to force the child to do that which by nature he can not do. If our administrators will see to it that the courses of study are right, then the children will be right. The colored gentleman stands revealed. Thus do chickens come home to roost.

* * *

A PRINCE OF MOZURIANS

Did you ever hear of Obvious Smith—the fellow who earned over one hundred thousand dollars per year as an expert in advising business men how to conduct their business? When he was growing up in Mozurian land, the neighbors took him for a fool. He was always advising the obvious—to go in when it rained, to raise hogs when pork was dear and corn was cheap, to shoot only when the bead was upon the game, etc. He used to sit around at the cross-roads store listening to the ne'er-do-wells tell how a farm should be run. He would be putting their obvious conclusions into action and filling his granaries while they continued to argue. He said that when once you had the right idea, the thing to do was to put it into action. "It is obvious," he said "corn can not be hoed by talking."

So, later, business men discovered that Obvious had a most remarkable genius for doing the essential thing in plain view, while the ordinary man is looking for it in the haystack. Obvious became a millionaire simply by doing obvious things in other people's business and dividing the profits with them upon a fifty-fifty basis—a division, he pointed out, which was obviously just to them and remunerative to him. Finally, in his old age, he was stricken with a fatal disease. He heard his son talking about sending for the doctor. "Don't do it," said the patient. "Send for the undertaker. It is obvious," and turning over upon his side and died. Thus passed on beyond Obvious Smith. No greater genius ever lived—nor ever a more profitable citizen.

AN ELEMENT OF GREATNESS

Superintendent Albert Shiels of Los Angeles will bear watching. He is out and around carelessly swinging an instrument which looks suspiciously like an iconoclast's hammer. Already he has dealt a murderous blow to traditional arithmetic. Apparently he had propounded the Mozurian challenge "show me," and the reply not being satisfactory, he replied with one fell swoop by which the new course of study for Los Angeles eliminates from the first six grades as immaterial and irrelevant, the following dead wood:

> Greatest common divisor; least common multiple (except by inspection); uncommon percentage, such as finding the whole, a part being given; finding the principal when time, rate and interest are given, etc.; true discount, partnership, compound proportion, all obsolete tables, the metric system, and mensuration only to the extent of common experiences in estimating areas and solids of current and simple form. Taxes, insurance, bonds, stocks, partial payments, bank discount, compound interest, longitude and time and lumber measure will not be taught numerically as arithmetic problems. The principles and methods of these subjects will be treated as informational and no attempt made to make pupils accountants in them. Carpentering, plastering and papering are dismissed from the common school course, to be considered, however, in vocational departments.

That which survives these excisions comprises:

> Reading and writing of numbers through millions, fractions to twelfths, decimals to three places; the four fundamental operations; common denominate numbers, mensuration of simple planes and solids, use of aliquot parts, and a limited application of percentage to trade discount, commission and simple interest.

Mr. Shiels also puts the taboo upon certain methods, e. g.:

> Writing long problems from dictation; ruling papers and headings or copying figures or other failures to use time-saving devices of mimeograph, prepared forms, cards, etc., long analyses, oral or written; complex problems; use of objects after need for it is outgrown; using archaic problems or terms; trying to keep a whole class advancing at the same rate of progress; insistence upon understanding one written problem to enforce application of a principle when a number of short oral problems accomplish the result in less time.

Compared with our course of study as it stands, this pedagogic surgery looks like democracy after the Bolsheviki have been manhandling it.

But wherein does this iconoclasm, in execution, differ from what has been preached incessantly in every conservative teachers' meeting, N. E. A. gathering, superintendents' convention or other educational debating society for the past twenty years? Where in this day and age would you find an expediency serving, soap-box, school orator who would impedil his reputation by opposing this program as a doctrinaire?

But on the other hand where will you find a school system which has put this obvious reform into practice?

Therefore is Mr. Shiels a marked man. He has actually changed one active, transitive verb from the potential mode to the indicative mode! He has put into operation one obvious, proven, accepted platitude of our tiresomely talkative Reichstags of schooldom. It is just because so few administrators—in schooldom—ever execute the obvious that Mr. Shiels draws down the conspicuous, but nevertheless modest salary he receives. It should be trebled—putting obvious facts into action is dirt cheap at any price.

* * *

ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF STATE BOARD OF EDUCATION

A special meeting of the State Board of Education was held in February, lasting four days, February 1821. The principal object of teh meeting was to settle suestions of policy in the administration of the physical education law. Plans were discussed for giving summer instruction in physical education to the greatest possible number of teachers and for providing an efficient corps of instructors in places where the summer courses are offered.

Provision was made by the board for the appointment of an assistant to the State Supervisor of Physical Education, and appointments to two other newly created positions were made, that of Miss Maude I. Murchie of the State Normal school at San Jose, to be supervisor of teachers' training courses in home economics under the Smith-Hughes law, and Miss Sophie H. Levy, to be secretary to the commission of credentials and have general charge of work pertaining to certification. Provision was also made for the employment of a director of war emergency educational work, and the vocational Committee was empowered to select a suitable person for the position.

The State Supervisor of Physical Education was authorized to print Section I of the Manual of Physical Education in such quantities as might be necessary.

The Commissioner of Elemetnary Schools was authorized to direct the preparation of a series of lessons in war citizenship, suitable for use in the elementary schools.

New standing committees were provided as follows: Committee on Physical Education, Dr. Stone (chairman), Mr. Whitmore, Mrs. Barnum, Mrs. Ray.

Finance Committee, Mr. Whitmore (chairman), Mrs. Ray, President Clarke.

The following appointments under the Smith-Hughes law were approved:

Charles L. Jacobs, director of evening training classes for trade and industrial teachers at the University of California; W. G. Hummel, general director of training classes for vocational teachers of agricultural subjects at the University of California; Samuel H. Dadisman, director of training classes for vocational teachers of agricultural subjects at the University Farm, Davis.

The chief clerk of the board was authorized to take necessary steps toward the disposition of wornout text-books in cities having city superintendents.

The price of the new fourth reader was fixed as follows: f. o. b. Sacramento, 30 cents; postpaid, 38 cents.

The payment of fees for the services of critic readers used in the compilation of the list of high school text-books, aggregating $3,122, was authorized.

The board adjourned to meet in regular quarterly session April 1, and set the date for the annual joint meeting with the presidents of the State normal schools for April 3.

C. S. PIXLEY,
Acting Secretary.

Will C. Wood has an article in N. E. Journal of Education entitled "Mobilizing the Schools."

Department of Geography

H. W. Fairbanks

COURSES IN GEOGRAPHY TO BE GIVEN AT THE SUMMER SESSION, UNIVERSITY OF SOUTHERN CALIFORNIA

Dr. H. W. Fairbanks

The courses in geography are intended primarily for teachers and those intending to teach, although courses 2 and 3 will be of value to any one wishing to be intelligent on geographical topics.

Course No. 1.—Methods of Teaching Elementary Geography.

This course will offer to teachers the first opportunity to obtain an insight into the practical application of the "biological method" in teaching elementary geography. This method has been recently introduced into the schools of Berkeley, Cal., and is now being worked out in a series of grammar school texts which it is hoped may be adopted in California.

The **biological method** introduces a new definition of geography, and with that conception in mind proceeds to take the subject out of the mechanical, lifeless condition in which it now exists in the schools, and to show the vital part which it plays in our lives.

The work of the course is based on the assumption that to teach true geography, the kind of geography worth the time and energy of the pupils, we must cease dealing with disconnected facts and get at the relationship which exists between them. The ability to teach this kind of geography can only be gained through an understanding of the environment.

Lectures and discussions five times a week.

Course No. 2.—The Geography of California.

No more interesting region than California can be found for studying the effects of geographical influences. California is a whole empire in itself. Any one who understands the geography of California is prepared not only to make the best use of his own environment, but is also able to appreciate the conditions under which people live the world over.

Illustrated with model and lantern slides—three times a week.

Course No. 3.—Geography of the continents, with especial reference to the conflict in Europe.

This course will deal chiefly with the physical conditions underlying life in the different continents, with especial reference to present events in Europe.

Two times a week.

The instructor will be at the service of students on Saturdays for excursions to various features of geographical interest in the region about Los Angeles.

* * *

A LESSON IN THE PROBLEM METHOD OF TEACHING GEOGRAPHY

By H. W. Fairbanks

How is it that the city of Los Angeles, although it was founded first and remained a small village for many years after San Francisco became a great city, has, in spite of its seemingly unfavorable location, almost overtaken the latter city in size and importance?

A good physical map is necessary as a basis for the lesson.

The children must be able to read the map.

The development of the lesson pre-supposes some general knowledge of California derived in part from history stories and in part from experience.

Problem, Part 1.—To find out why San Francisco has become a great city.

Situation: San Francisco is situated upon the northern end of a peninsula and faces San Francisco Bay.

Advantages of San Francisco Bay as compared with other bays for those coming to California by water and seeking the gold fields:

1. Situation of the gold fields.
2. Would it be advisable to stop in San Diego Bay?
   a. Distance of San Diego from the gold fields.
   b. Obstacles in the way.
      1. Mountains.
      2. Deserts.
3. Why would not Monterey be a good place to stop?
   a. One of the most important Spanish towns of California.
   b. Monterey an open roadsted.
   c. Routes from Monterey to the gold fields.
      1. The land route by San Jose and Livermore valleys.
      2. The route across the Coast ranges over Pacheco Pass to San Joaquin Valley.
4. Humboldt Bay offers a landing place on the northern Coast.
   1. Humboldt Bay difficult to enter in stormy weather.
   2. Humboldt Bay separated by one hundred miles of mountains from Sacramento Valley.
   3. Mountains so rugged it is only recently a road has been built across them.
5. What determined the location of the first settlement on San Francisco Bay?
   a. The commanding position at entrance to the bay offered by northern end of the peninsula determined situation of the presidio.
   b. Deep water and a sheltered position on the bay determined position of village of Yerba Buena.
6. Why did the boats of the gold seekers gather at Yerba Buena, the foundation of San Francisco, rather than at some other point on the bay?
   a. Cove at Yerba Buena offered good safe anchorage.
   b. The land lying back offered suitable building sites.
   c. Water was deep at Sausalito, but steep land slopes were not easy to build upon.
   d. On the Contra Costa side of the bay the water was shallow.
7. How does San Francisco Bay differ from all others on California Coast?

a. The bay reaches entirely across Coast ranges to the great valley.
b. The bay is large and possesses many arms.

8. How was it that gold seekers found San Francisco so well situated for the continuance of their journey to the gold fields?
a. A river with two branches navigable to the heart of the great valley emptied into the bay.
1. By means of the Sacramento river the miners could reach Sacramento, Red Bluff and, ascending the Feather river, Marysville.
2. By means of the San Joaquin river and Stockton Slough they reached Stockton. From these points the mines were easily gained.

Advantages of San Francisco as a trading center.

1. Trace the watershed of San Francisco Bay, the Sacramento and San Joaquin rivers.
a. What proportion of the area of California is included in this basin?
b. What are the possibilities of this region being filled with a dense population?
c. If you had a store anywhere in this basin, where would you naturally go for your supplies?
d. If you had fruit, grain or cattle to sell, what would be your chief market?

2. How accessible is San Francisco from points outside of its basin?
a. High mountains have to be crossed to enter the great valley from any direction.
1. Railroads have crossed the Sierra Nevada mountains through passes.
2. Passes lead across the mountains from the South.
3. There are passes through the mountains to the north.
b. Mountains border the Coast of California.
1. The northern Coast is very mountainous and rugged.
2. Southern Coast is also mountainous, but there are longitudinal valleys between the mountains.

Advantages of San Francisco as a manufacturing center.
a. The city is within easy reach of raw materials.
b. The city is abundantly supplied with electric power from the Sierras.
c. The city has good shipping facilities.
d. Pipe lines carry oil to the adjacent bay shores.

How does the position of San Francisco on San Francisco Bay work against all the business of the bay region being concentrated at that point?
a. San Francisco, situated upon a peninsula, has its expansion limited to one direction.
b. There are other sites on San Francisco Bay favorable to the growth of large cities.
c. Deep-water ships can go as far inland as the Strait of Carquinez, making it convenient for much shipping business to be carried on there.
d. San Francisco is easily reached by railroad, without ferry transfer, from only one direction.

What ports outside of California compete with San Francisco for the business of the Pacific Ocean?
a. Portland harbor is more difficult to enter.
b. Seattle and Tacoma have fine harbors.
c. Vancouver has a good harbor at the terminus of Canadian Pacific.
d. Prince Rupert has good harbor at terminus Grand Trunk Northern railroad.

How can we account for the fact that San Francisco, though more centrally located, has now less foreign trade than Seattle?
a. The business of San Francisco Bay region is divided up among a number of cities.
b. Seattle is nearer the eastern shore of Asia than is San Francisco.
c. Seattle is nearer Alaskan and British Columbia shores than is San Francisco.

If you were going from Honolulu to New York, what Pacific port would you stop at?

If you were going to ship a cargo of flour to Japan, at what point would you load your ship?

If you were going to California to spend a year, would you make San Francisco your headquarters?

Problem, Part II.—To find why Los Angeles has become a great city.

Situation: The city of Los Angeles is situated upon the Los Angeles river, about fifteen miles from the ocean, at a point where the river breaks through low mountains and enters upon a broad valley, while a few miles to the north rises the lofty San Gabriel range.

What needs did the early Spanish explorers have in mind in selecting the places for their settlements in Southern California?
1. The dry climate necessitated choice of locations for settlements where there were never failing supplies of water so situated that they could be easily used in irrigation.
2. Rich valley lands onto which the water could be easily carried.
3. Localities not too far from the ocean and near the main route of travel up and down the Coast.

Why did Los Angeles remain a little town for many years almost undisturbed by the discovery of gold?
1. Los Angeles was far removed from the main emigrant routes to the mines.
2. The town was not situated upon the ocean or navigable stream.
3. There was no inducement to cultivate much land for markets were remote and inaccessible.

If you were going to establish a store in a country village, what sort of a situation would you look for?
1. A village having only one road leading through it would not be as favorable a place as one in which several roads met.
2. A village in a large fertile valley would offer better opportunities for trade than one in a small or remote valley.
3. A village in a valley with a healthful, agreeable climate would have a better situation than one in a valley with a poor climate.

In how far were the conditions surrounding Los Angeles favorable to its becoming the chief city of Southern California when this region began to settle up?
1. The valleys and mountains occupy such a position that roads from different directions must meet at or near Los Angeles.
a. The road from San Diego to Santa Barbara and San Francisco must go by Los Angeles.
b. The road from San Diego to the San Joaquin Valley must go by Los Angeles.
c. The overland road from Yuma and San Bernardino to northern points must go by Los Angeles.
d. If one were going over the Salt Lake trail to Utah he must go near Los Angeles.
2. How is it that the valleys surrounding Los Angeles have become thickly settled?
a. The valleys have a fertile soil and healthful climate.
b. Conservation of the rainfall has given them supply of water for irrigation.
c. The building of railroads has given a market for fruit.
3. How is it that the climate of Los Angeles has attracted many people?
3. The climate is not as cool and foggy as is the Coast.
b. The climate is not as hot in summer as the far interior valleys.
c. Los Angeles has a mild and pleasant winter climate.

What conditions awoke Los Angeles and started it on the way to become a great city?
1. As the country settled up, railroads came to Los Angeles for the same reason that wagon roads came.
2. Los Angeles became the trade center for an ever-increasing population.
3. The mild and agreeable winter climate drew more and more people.

Trace the boundary of that part of California which you would expect would naturally trade with Los Angeles.
1. How does this compare in size with the area tributary to San Francisco?
2. In how far is the smallness of the area made up for in density of the population?

What diffiiculty has Los Angeles encountered in getting and shipping freight by sea?
1. The city lay fifteen miles from the ocean.
2. The little harbor of San Pedro permitted only small coasting vessels to enter.
3. Large boats unloaded with difficulty onto small lighters or at wharves unprotected from storms.

In what manner did Los Angeles obtain a good sea port?
1. Annexed a strip of land running down to San Pedro, twenty miles distant.
2. Induced the Government to build a great breakwater for us of large vessels.

How is it that San Diego with a good port has not outstripped Los Angeles and become the metropolis of Southern California?
1. The route to San Diego from the east is blocked by mountains.
2. San Diego lies in a remote corner of the State, with a comparatively small area of cultivatible land around it.

In how far do mountains bar Los Angeles from the East?

1. San Gorgonio pass offers the easiest access to the coastal valleys of California of any of the mountain passes.
2. Cajon pass is not as difficult as the passes of the Sierra Nevada mountains leading to San Francisco.

What natural boundaries separate the district tributary to Los Angeles from that tributary to San Francisco?

1. Mountains and deserts.
2. Men have in part overcome these obstacles to commingling of trade.

How do the commercial facilities of Los Angeles compare with those of San Francisco?

1. San Francisco has better facilities for foreign commerce.
2. San Francisco has water communication with interior of the State.
3. Los Angeles is more easily reached from the East than is San Francisco.

How do the manufacturing advantages of Los Angeles compare with those of San Francisco?

1. Los Angeles has fuel and oil at her door.
2. Los Angeles has gas piped from the oil fields.
3. Los Angeles is farther from source of electric power than San Francisco.

How did Los Angeles become an important railroad terminal?

1. Here, because of the grouping of the valleys, cars are changed for different sections.
2. Los Angeles is centrally situated in a natural geographic region.

What did the fact that the city is a terminal have to do with its growth?

1. Every one going to Southern California had to go to Los Angeles.
2. People often had to stop off here, a condition favorable to hotels and business in general.
3. The fact that they had to come here led many to stay permanently.

Comparison of San Francisco with Los Angeles.

1. San Francisco is on an great bay with a large and rich tributary region.
2. San Francisco is centrally located, with good advantages for foreign and domestic trade, and with raw materials and power for manufacturing.
1. Los Angeles is the center of a rich though more limited agricultural district, and possesses a more agreeable climate than San Francisco.
2. Los Angeles has more convenient fuel, and though its harbor is remote it is more easily accessible from the East.

Grade Teachers' Clubs

By Selina Burston

The Grade Teachers' page is published to promote the welfare of the elementary school; to cultivate a closer feeling of fellowship; to discuss fairly, freely and truthfully all questions which may be of interest to teachers and to the community at large, and to use its influence and its columns to bring the general public to a realization of the value—educational, cultural and moral—of the grade teachers to the community. "The teacher is the school."

* * *

GRADE TEACHERS' PROGRAM FOR THE C. T. A.

Time—1:30 Wednesday, March 27.
Place—Technical High school.
"Co-operation," Mrs. S. L. Fratis.
"League Extension," Miss Ruth Killam.
"A Message from the Grade Teachers' Association of San Francisco," Miss Mary Mooney.
"A New Basis for Salary Adjustment," Miss May C. Wade.
"School Legislation," Miss Eleana Rice.

* * *

DISARMAMENT

Put up the sword! The voice of Christ once more
Speaks, in the pauses of the cannon's roar,
O'er fields of corn by fiery sickles reaped
And left dry ashes; over trenches heaped
With nameless dead; o'er cities starving slow
Under a rain of fire; through wards of woe
Down which a groaning diapason runs
From tortured brothers, husbands, lovers, sons,
Of desolate women in their far-off homes
Waiting to hear the step that never comes!
O men and brothers! let that voice be heard.
War fails, try peace; put up the useless sword!

John G. Whittier.

* * *

I have no creeds. A little daily round
Of labor, love and study, all my life doth bound.
But if I had a creed, it seems to me
That Labor, love and study all my creed should be;
For if each worked according to his hand,
And studied with the power at his command,
And loved his neighbor well in word and deed,
'Twould be a world of harmony—sans war—sans creed.

From "Creeds for Democracy," by Cora L. Williams.

* * *

No insult offered to a man can ever degrade him; the only real degradation is when he degrades himself.—Dinah Maria Mulock.

* * *

If one doesn't give justice the first place at the table, all the other virtues eat up her share.—Bulwer.

* * *

Treat every one according to his deserts, and who shall escape whipping?—Shakespeare.

* * *

Let us draw upon content for the deficiencies of fortune.—Goldsmith.

* * *

Small things affect light minds.—Fielding.

* * *

You must be sure of two things. You must love your work and not be always looking over the edge of it, wanting your play to begin. And the other is, you must not be ashamed of your work and think it would be more honorable to you to do something else.—George Eliot.

* * *

He who composes a poem that has no burning thought in it, is not so original as he who constructs an original mouse-trap. The one is a mere artisan in words, the other an original thinker in wire and wood. —Thomas Starr King.

* * *

A GREAT EDUCATIONAL DOCUMENT

The following is a portion of the address of Ernest Carroll Moore on the occasion of his inaugural as president of the Los Angeles State Normal school. The extracts here given should be read by every elementary teacher:

This is a war of nations. It is everywhere conceded that the victory, when it comes, will belong to that nation or group of nations which come out of the conflict least broken, best prepared in spite of the demoralization of battle to take up the pursuits of peace. To make war to the utmost, and at the same time to make as active preparation as may be for the only kind of peace which gives our war meaning or value, is our program. That is the program of England also. Of the many manifestations of her unconquerable spirit, none is more striking or convincing that that, contrary to what might have been expected, her people are not wholly consumed by the demands of war but have energy and interest enough to plan a reform in their national education as significant and almost as far-reaching as the reform of 1870. The very tension of war has aroused them to consider a thorough-going augmentation of elementary education as indispensable to the national welfare.

The Ministry of Elementary Schools

Our ministry is therefore to the elementary schools and through them to the secondary schools, the colleges and the universities. Contrary to widely accepted notions, we look upon their welfare even in war time as subordinate to no other concern of the Nation. While many treat them with condescension because they teach elementary studies, we regard them as the most important of all just for that reason. We think that the elements which they teach are not childish things to be put away when the student no longer thinks or speaks as a child, but are instead the fundamentals of the activities of the human race, lessons which it begins in babyhood, but which it cannot put aside as long as life endures. "If we think of it, all that a university can do for us," says Carlyle, "is still what the first school began doing—teach us to read." The elements of the higher, or better, the later schools' whole program are begun in the first school which the child attends. It teaches him the common language, and lays a foundation for all his subsequent study of the mother tongue; it teaches him to write, to compose his own letters, to draft his own little essays, and so makes a beginning of the difficult subject which his maturer years will study and practice as English composition; it gives him his first lesson in the great art of calculation. His subsequent study of mathematics will be profitable or unprofitable to him in proportion to the success with which he grasps and learns to work with the notions which are symbolized by figures; it introduces him to

the yesterdays of the human race and tries to make him see that events and actions produce other events and actions here in this world of time. All history is his now for the asking. It is in his first school that he begins to examine trees and plants, and stones and soils and forms his notion of the universe and starts his conquest and domestication of nature. It is sometimes said that the university exists to train leaders. It is perhaps more exact to say that it exists to train to yet larger leadership the leaders whom the elementary and the secondary schools send to it. Its leaders are leaders before they arrive at the university, and but for distinguishing themselves in the elementary schools, they would hardly make their way to the university at all. Had not the first chapters of the romance of learning appealed to them, they would have had no interest in the later chapters of its story. There is good ground for believing that the oyuth is more often made into a scholar by his first teacher than by his last one. At any rate he seems either to learn how to study in the elementary school or almost never to learn how to study at all. If we but have good elementary schools all the other educational blessings will add themselves onto us, but if we make the mistake of neglecting them and give the substance of our attention to the education which belongs to later life, we shall fail to make it enduring. Another way of saying this is, that only an intelligent people has need for universities.

The Common School Revival

It is a singular fact that it was not until the common school revival or indeed until the free school system had begun to build itself strong at the end of our Civil War, that the colleges of our country amounted to much of anything or began to be of any very vital service.

Considerations such as these force us to claim for the elementary schools a larger measure of assistance than they have had in the past. Their work must be done, though other forms of education wait. What that indispensable work is calls for careful definition. We derive no encouragement nowadays from the assurance that young folks are spending a proper fraction of their waking lives in keeping company with spelling ,arithmetic, geography and history. We no longer get any comfort whatever from the thought that though they may not be learning anything which they will ever have occasion to use, their minds are in some mysterious way being made better and stronger than they were before. There is no magic in studies. We no longer look up to them or say prayers to them or perform rites of homage and worship in their presence. There may have been a time when woodcutters prostrated themselves before their axes or hunters said prayers to their rifles, but that was in the superstitious days before they had learned that an ax or a rifle has no value save as one can use it. Just so with studies; they have no life in them, no power to bless or transform us. They are not centers or sources of energy, though our tendency to delusion may hypostatize them and treat them as self-existing entities. They have no beneficent vitality at all, they are not ends but means, nothing but tools which the race has wrought out to assist its members in the great business of living, tools which we must learn to use if we would arm ourselves for the struggle of existence.

This world has at last reached the stage where it sees that philosohpy is the determining factor in man's being; that conflicting notions of the way to think and plan human arrangements are responsible for the bloodshed and the devastating woes which now so overwhelmingly beset the earth. A great prayer goes uu from every land for sounder notions of the way to live. This red baptism of agony and death is purging us of our delusions and vanities and bringing us to the essential realities. Education cannot escape that purging.

Cut Away Non-essentials

It, too, must cut away unessentials; it, too, must abandon confusion, waste, and vanity, and be guided by a philosophy. That philosophy will never be materialism, for we have all seen that material things cannot function as ultimate motives. It will not be a romantic sentimentalism, for that has been fonnd to be humanly destructive as the lust for things. It will be inevitable an utilitarianism, for we now know with tried certainty that nothing counts but that which really and vitally serves the good of folks. Seek ye first a sound philosophy, therefore, and all things else will be added unto you, and above all seek philosophy, ye who are teachers!

As we look back upon our past we see that we did and suffered many things before the war which we cannot go on doing now. We talked of knowledge as an end in itself, we said we taught literature for the sake of literature, science for the sake of science, spelling for the sake of spelling, history just because it was history, and geography for the sake of geography. We know now that that was gibberish rabid, unmeaning jargon, if indeed it was not something worse. We sometimes said that though we were not training our students to do anything in particular, we were helping them to do many things in general. We have now learned to sharpen our purposes so that we may not allow those who come under our influence to waste themselves upon vain things.

I began by opposing to the statement of Nietzsche: The education of the masses cannot be our aim, the counter statement that the education of the masses is our aim. I want to close by opposing to his other prophecy: "The time will come when men will think of nothing but education," the declaration of Professor Franklin: "The time has come when men must think of nothing but education."

* * *

To the Teachers of California.—
Ladies and Gentlemen:

I again desire to call your attention to the national poster competition to promote the War-Savings campaign. Circulars of information have been been sent to all the county and city superintendents and t othe principles of the larger schools of the state, including the elementary schools having seventh and eigth grades and the high schools.

It is the intention of the government to have all pupils make a poster so as to advertise this worthy cause whether or not they enter the contest. All teachers interested in the competition who have not received a circular will find it in the February issue of Western Journal of Education.

Very respectfully yours,
KATHERINE M. BALL,
State Chairman.

Important Announcement to Commercial Teachers

For many years we have conducted a course of correpondence course of lessons in Gregg Shorthand for teachers free of charge.

This was done as an educational campaign, and to meet the demand for teachers of the system.

The need of such a course as an educational factor no longer exists since Gregg Shorthand is taught in about three-fourths of the schools now teaching shorthand in the United States. In addition to this, it is taught in practically all of the universities, normal schools, and summer schools for teachers that are giving instruction in shorthand.

We have, therefore, decided to discontinue the free course after March 31, 1918. As many teachers have been intending to take the course, but have put off doing so, for one reason or another, we think it right to give advance notice of our intention to discontinue the course.

The closing date for applications for the free correspondence course for teachers in Gregg Shorthand will be March 31, 1918.

Those who have already enrolled for the course but have not sent in any work may resume now, or may review the course from the beginning, if they notify us of their desire to do so before the date mentioned.

The Gregg Publishing Co.

New York Chicago San Francisco

The Teachers' Association of San Francisco

Executive Directory

The meeting of the Executive Directory was held February 18. Dr. Blanchard, chairman of the Education Committee, presented his final report on the summary of the survey. Dr. Blanchard not only gave to us the main points of the survey, before the complete text came from Washington, but he made money for the association, turning in a surplus of $12.45.

Miss Gilchrist, chairman of the Program Committee, reported that a new series of survey meetings have been arranged for Wednesday afternoons at the Girls' High school. The chapters chosen for discussion are: "High Schools," February 27; "Music," March 6; "Fine Arts," March 13, and "Home Economics," March 20.

Mr. Altmann, chairman of the Advisory Committee, reported that a committee consisting of Mrs. Brogan, Miss Doyle and the chairman, had called upon the Superintendent of Schools to explain the attitude of the teachers in regard to their attendance at writing lessons. Mr. Roncovieri in reply sent a lengthy letter explaining why he considers these lessons of such great importance.

Miss Hobe, chairman of the Welfare Committee, reported that the Loan Committee is ready to accept the money ($262) donated as a nucleus for a Loan Fund for Teachers, and the secretary has notified the Board of Education of this decision.

Mrs. Stuart of the Salary Committee, has already interviewed the Board of Education and hopes soon to have her committee ask the Board of Supervisors for a more generous appropriation for an increase in teachers' salaries.

The Public Education Society sent in a report, submitting the final accounting of the School Survey Fund, the total cost of which was $8,680.

Mr. Clark, chairman of the Committee on ByLaws, proposed the following amendment, which was accepted:

"In case of vacancies in the Executive Directory caused by death, or by transfer, or by change of an elective member to an ex-officio membership, such vacancy shall be filled by appointment from eligible members by the president of this association."

Mr. Cloud, president of the Men Teachers' Club, suggested that the association work out a plan for an ideal Teachers' Institute, to ascertain the best form of institute, which should mean so much to the teacher, and which often means so little.

The treasurer reported that she has on hand the sum of $315.34.

Governing Committee

The Governing Council held its semi-annual meeting in the auditorium of the John Swett school on the last day of February. The council is composed of one representative teacher from each school, on supervisor of special subjects, one special teacher for every ten special teachers, the presidents of all professional clubs organized within the department, one high school principal, on intermediate school principal and one elementary school principal for every two elementary schools. This gives a good, democratic representation and each representative brings to these semi-annual meetings the dues, amounting to one dime a term from each teacher whom he represents. He carries back to his constituents the full account of the business transacted at these meetings.

A communication was received from the Teachers' Round Table, protesting against the publication of articles in the daily papers detrimental to the welfare of the schools, and of a tone ocensive to teachers. An instance cited was an article in the "Call-Post" printed on January 4.

The reading of the article was called for.

After some discussion it was decided that the only way to offset articles of this sort is by constructive criticism. The chair stated there are many things being carried on in the San Francisco School Department that should be exploited. The matter was referred to the Publicity Committee, of which Mrs. FitzGerald, principal of the John Swett school, is chairman.

An amendment to add five members to the Executive Directory, such members to be appointed by the president, was proposed by Miss E. E. Kelly. After a lengthy discussion the amendment was referred back to the Executive Directory.

The chair announced that the Superintendent of Schools had found it impossible to give a half-day at the Teachers' Institute to the Teachers' Association, as had been proposed by the Executive Directory.

Mr. Clark made a motion, which was unanimously carried, that a folder be prepared and distributed at the institute, this folder to contain the names of officers of the Teachers' Association, the members of the Executive Directory and of the Governing Council, and the officers of the various units of the association, with a brief resume of the work each unit is doing.

It was decided to have a luncheon at the Palace on April 2, under the management of the Teachers' Association.

School Survey

A most interesting meeting was held in the library of the Girls' High school, February 27, to discuss the chapter on "High Schools," of the School Survey. The chairman was Dr. Arthur W. Scott, principal of the Girls' High school.

In calling the meeting to order, Dr. Scott drew attention to the present high school, and that of two or three decades ago. The old high school prepared pupils for college. Now we see a change from the old ideal of intellectual artistocracy to present conditions of democracy, where we prepare pupils for real life. The high school of the present day may be called "The People's College." All the major criticisms in the survey are along these lines. The less important suggestions or recommendations showed that the survey had not looked into the subject very closely.

Dr. Scott presented Mr. James E. Addicott, principal of the Polytechnic High school. Dr. Addicott said in part:

"San Francisco is a rich city—but poor in amount given for educational purposes. San Francisco taxes its citizens for high schools five cents on the hundred dollars, as against Oakland's twenty-eight cents and Los Angeles' thirty-three. How can we expect to maintain our high schools at this rate?

"We have fewer children in our high schools and a very large percentage in endowed and private high schools."

The survey claims that the equipment of the high schools is poor; Mr. Addicott claims it is good in spots, but not generally. The teaching force is inadequate, but that is being generally corrected.

The tendency everywhere is towards schools being open to people of every age, to allow the use of the shops, of the cooking and serving rooms for classes outside of school hours.

The professional spirit among high school teachers needs to be fostered. The school spirit among the pupils is fairly good, though criticised by the survey.

"In conclusion, we must take the criticisms of the survey to heart, accept them and profit by them. Who tells us our faults is our best friend. As citizens we must all work towards the ideals of the survey."

Miss Ada Goldsmith of the Mission High school followed in a bright little ten-minute paper, answering all the accusations which the survey had hurled at the high school teacher. Her check book, she claimed, refuted the charge that there is no report of high school teachers' memberships in associations or high school clubs, which, however slight their claim to merit, live long enough to collect dues. Miss Goldsmith closed with these lines from the survey:

"The dean of women and the principal and other members of the high school faculty must do much that was done by fathers and mothers, when life was less complex and artificial and the home occupied a place of much greater relative importance than it now does."

And the "survey" was written in those placid, peaceful days before the war!

Mr. H. F. Sheldon of the High School of Commerce was the next speaker.

"In considering the survey," he said, "we should forget that we in some cases personally criticised this survey, and make good use of it, not only for ourselves but for our boys and girls.

"In all enterprises, centralization has been found the only efficient method. Sometimes we as teachers feel that we have six superintendents, each doing his best. He is doing the best that can be done under present conditions. What we most need is a charter amendment that the schools may be run upon a business basis.

"San Francisco is second in wealth, ninth in amount spent on its schools; first in amount spent for police and fire protection, ninth for children; first for police—a rather strong arraignment for San Francisco—something for parents and taxpayers in general to think about.

"The Board of Education would give the money for schools, if it could get it. The high schools need adequate buildings; the board is giving these as far as possible. The high schools of San Francisco are not attractive. Los Angeles schools have beautiful gardens and attractive surroundings. There is need here for grounds for adequate training—physically, mentally, socially."

Dr. Scott, in answer, said: "This is a problem for the citizen. Give San Francisco money to spend on our schools. If the public realizes that we have deficiencies, that we need something better, this same San Francisco will put its hand down into its pocket and give what is needed, and then all subsidiary faults will right themselves."

Mr. Addicott added that we as teachers seem to forget that we are a part of "the public;" we are all taxpayers, we must "back up" the survey as citizens, as taxpayers, as teachers.

Miss Noonan of the Girls' High school deprecated the doleful tone of the meeting, saying all the bad things had been brought forth into the limelight and the good things left in the shadow.

Mrs. Prag of the Girls' High stated that the citizens are more than willing to give money for schools, if assured that it will be well expended. "It is not buildings," she added, "but the teachers who make a school." She also spoke of the number of private, parochial and endowed secondary schools in San Francisco. They, not being tied down by State law, can give to their pupils what is demanded.

Miss Kerwin of the High School of Commerce declared it is time that we turn our attention to ways and means. She urged that the matter be brought before the parents and citizens, whose co-operation we need.

Mr. Altmann, president of the association, stated that everything comes back to one point —finance. The only way to get results is by co-operation. This was shown in the recent school bond election. When teachers are strong and interest themselves in the life of the community, they get results.

FRANCES A. C. MOONEY,
Secretary.

Social Education, by Colin A. Scott, Ph. D., and published by Ginn and Co., is a book that will challenge the attention and hold the interest of every teacher whose heart is in her work. To quote—"The school as a special organ for education must fit into the rest of society, must supplement it when necessary and learn from it on every side. " We must prepare the children to live the best possible lives both for themselves and others in the world which they are to enter.

SOME SCHOOLMEN I HAVE KNOWN
Part II
By J. D. Sweeney

Along about the time in the school career of the writer which would correspond with our seventh grade, a young man was elected county superintendent of our county for whom I ever had great admiration. In his early life he had the misfortune to lose his right arm, so he had to overcome the handicap by learning to write with his left without being able to hold his paper. With admirable grit he did this and was rewarded by the office which he held ably for many years. This was Calvin B. Webster, now of sainted memory, for he went to his eternal rest long years ago. But his kindly words linger still since boyhood days.

It was also about this time that it was our great fortune to fall under the principalship of teacher of teachers, a man of highest integrity and moral ideals. This was Samuel Gray Creighton, "Old S. G.," we familiarly called him when out of his hearing. Deeply religious in his life, he made an impression upon the soul of at least one small lad which has gone through these many years. He was probably the first to definitely create a desire on our part to become a teacher. And much of the success which may have been ours can be credited to him. He introduced us to the intricacies of algebra, and a splendid and competent instructor he was, also to the idiosyncracies of Latin, for he was a classical scholar with A. M. tacked to his name, and to the delights of physics. For two whole years we had him for instructor. He was a boy among us upon the grounds, but in the class-room he was a stern but just ruler. Needless to say that he had the love and confidence of all his boys. After some years of later service he, too, passed along the road many, many years ago. During most of his life we kept up a correspondence which was most helpful to a young pedagogue. In passing, I might confess that he had a sweet daughter who made a very deep impression upon the same youth, but he was not able to so impress her.

Following his administration we had another prince among men, James T. Wallace, another man of God, a scholar of highest rank and an instructor of merit. It was about this time that there was introduced a course designed to give the smaller communities high school advantages, yet not a high school, but still giving much of the advantages thereof. The writer had shortly before successfully passed the first county examination given for State diplomas, and now in addition to the advanced subjects above mentioned we were given rhetoric, geometry and kindred studies. Our short school life under this splendid man led on to things higher, and we soon passed out from under his care. It is one of our regrets that in later life we seldom met him again. He, too, long since passed to his reward.

We pass along rapidly, noting several who have touched our lives, but are still alive. After taking up the work of teaching, the writer took charge of the second largest school in the country, and at the head of the largest, and one by the way which we took over later, was a man of the old school. Major O. E. Graves had in very young life heard the call of his country and had followed the flag along the James river, and in other parts. After the war he became a teacher, came West, and for a time served in Sutter county, then to Tehama county, where he became a leader. It was a rare privilege to work with him, as we were long associated on the county board of education. And much of value was gleaned from his ripe experience. He later became our county superintendent, being one of the ablest ever. Then he pioneered several of the high schools of the Sacramento Valley, placing them all upon a firm footing, to have them then taken by newer men. In later years he felt neglected, and left that his strenuous efforts had not been appreciated. But in spite of all that, his influence today reaches down the days in the lives of scores of the men and women who were under his care. Like others, this soldier-teacher, long since laid by the work of this life and crossed the Great Divide.

It was our good fortune to sit at the feet of Louis F. Soldan, in a course in administration. Those who knew him, will recall his masterly ability, his wide experience, and his gentle manner. We have counted it a rare privilege to have spent the time under his direction. He was a great man, and the Nation lost a leader when he died.

More we might say about men we have known, for it has been our good fortune to know many, but we will close with just a brief word about our good friend, Samuel T. Black, for some time State superintendent. While he was not of our political faith, we had even then reached the point where politics cut no figure in that office and we stood for him. We were in the State convention when he asked for renomination, which would have meant reelection, but where political politics defeated him, and he retired to become president of the San Diego Normal. Like his friend Graves, he had a military career and was a second schoolmaster to merit the title of major. With his retiring from the State office we lost our relation with him and saw little of him after.

* * *

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* * *

The new series of Gordon Readers, published by D. C. Heath & Co., are simply delightful. The primer will be a joy to any child, with its pictures of happy childhood, full of life and action, so attractively colored—each picture a story in itself, satisfying to the eye and stimplating to the mind. No child so young but that it will take notice—look—and they look again. None so old but that they will spend many a moment in keen, artistic enjoyment of these pages, both because of the present suggestion and the reminiscences of the past. The high degree of typographic perfection and literary excellence. Imagine my feelings when in the second Gordon Reader I came upon my old friend "Rolla" and his mentor, the ever ready "Jonas!" It was good to meet them again. Jacob Abbot was a genius and no mistake and the Rolla selection is only one of the good stories that the Gordon Second Reader spreads before those who are minded to peruse it as a pleasure, for to use it as a task can never be necessary. It is play all the way.

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Record Forms for Vocational Schools, by Joseph J. Eaton, Director of Industrial Arts and Vocational Education, public schools, Yonkers, N. Y. Published by the World Book Co. Price, 60c.

The record forms in this book will introduce into the schools the means for reaching the kind of efficiency which is now demanded in modern business. They will suggest to the principals of vocational schools — now becoming especially numerous—practically all blanks which he may need and should use. Many schools will not use the exact forms which are given here; but the idea of the book is broad enough to help instructors in their own selections and the modifications needed to meet local conditions. They will prove especially desirable for those vocational schools conducted as a part of the public school system.

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Under Direction of
HERBERT F. CLARK
Teacher of History
Sentous Street Intermediate School
Los Angeles, Cal.

Editorial

TARDY PATRIOTISM CHEAP CONSOLATION

Scant consolation comes at the present time by hearing some of our leading statesmen bewail the presence of the German menace, which they now say they so clearly saw years ago, but about which they had not the courage to speak until a crisis is reached and the word finds itself engulfed in a deadly struggle. With all due respect to former Ambassador Gerard, we wonder why he did not disclose all this valuable information to us several years ago when it might have spurred us to careful preparation instead of capitalizing it at the present time. Did he not obtain it at our expense? If "My Four Years in Germany," constantly "Face to Face with Kaiserism," revealed an impending catastrophe, why in the name o ffreedom and democracy didn't "I" tell the people of the United States and urge them to prepare for the conflict? Why be so tardy with this valuable information?

On Saturday, March 2, at Lincoln Park, Los Angeles, Leslie M. Shaw, former Governor of Iowa, and once member of President Roosevelt's cabinet, in speaking to an audience of former Iowans, said that he, while a member of a President's cabinet, viewed with great alarm the number of enlistments of young Germans in our national Army. He said he had no doubt now that these enlistments were prompted by the imperial government of Germany, and that they were for the purpose of embarrassing this country in some such conflict as this that has come to pass. If he had these impressions, why didn't he tell them to Teddy? "He'd tell us what to do," as Walt Mason says. Why didn't he become a Paul Revere and warn his fellow countrymen? But that is all in the past and little good does it do to dig up old bones and hash them over now. The thing for us Americans to do is to get into the ring and fight. The referee will call time on that contest pretty soon and some nation will be on the floor.

What these men have done with their country some school men do in the positions of trust in which they are placed. They see conditions foreboding ill, but from some false motive, they fail to speak out and reveal the situation to the people whom they are supposed to serve. There is such a thing as false loyalty, i. e., loyalty to a leader or other person when the welfare of children, or a people is at stake. What some of our statesmen or teachers fail to constantly realize is that they are servants of the people in whose employ they are and that they owe no fealty to any person otherwise. If we could just get that sort of attitude firmly established then we could avoid these national and local conflicts by having corrections made before the catastrophe comes.

ISOLATION VS. CO-OPERATION AMONG SCHOOL DEPARTMENTS

There is a very great tendency in a large school system to isolate the work of the different departments from each other instead of unifying them into a composite whole for the education of the children. No wonder the child's educational food is of the hash order. The drawing department goes its way, guided pretty much by current magazines. The music department slips into the educational program to do its bit regardless of the other elements in the curriculum. Geography is handled without any reference to history; history bears no relation to the department of literature, and so on. The child sees his education as a jumble of different elements rather than a process of unified growth.

The fact is, teachers aren't expected to study the educational system as a whole. They are given to understand that, they aren't wanted at conferences on subjects other than in their own fields. All these things tend to isolate the different subjects from each other, tend to stratify the teaching force. Administration becomes a field in itself without any reference to methods and materials of instruction. The technique of the school or the system becomes the dominant factor, and the teacher is left to wrestle with her own problems of how and what to teach. The isolation becomes so complete that a teacher can remain in a room for ten long months, have some four hundred children come to her for instruction without feeling any sort of educational influence coming either from her principal's office or from the superintendent's force. Aside from a few moments of cursory inspection, she is as free in her methods as though she were in a country school a century ago. And yet the school district pays out thousands upon thousands of dollars to maintain departments and all sorts of administrative forces. The question often comes to the ordinary teacher, what are they good for, anyhow? An interesting element in the situation is this, that the farther you get removed from actual contact with the children, the less you might know of subject matter and method; the less your real ability to teach might be, the more compensation you get for the time put in.

Now, that sounds pessimistic, to be sure. But isn't it really so? Let any person who doubts it take a grade room in a large elementary school in a large city, or a room in an intermediate or high school and see how little of real educational inspection he gets from the administrative forces.

What we need is educational leadership as well as administrative leadership. Both are important, but without the first the second is futile. We need as assistant superintendents persons of strong individual personalities; scholars in knowledge and with educational visions. There needs to be a unifying influence extending out through the system from the superintendent's office to the kindergarten. The tide of isolation needs to be stayed and coordination, correlation take its place.

ASSISTANT SUPERINTENDENTS WHAT ARE THEY?

The above discussion leads one to inquire into the functions of assistant superintendents. In most cities of any consequence there are several subordinates called assistant superintendents. The question naturally arises as to whether they are to assist the superintendent, or assist the citizens of a city obtain education education for their children? In what respect does their assistance differ from that of the ordinary clerk or stenographer? Are they selected for their native ability as individuals and educators, or are they chosen because of their ability to subordinate their ideals to those of the superintendent? In other words, what are the functions of an assistant superintendent, and what sort of educational material should they be? It must be acknowledged that this field of educational activity has been given little attention either from platform or press, yet it is fraught with tremendous significance in educational work. It should be understood from the beginning that the function of the assistant superintendent is exactly that of the room teacher, and that he or she owes fealty to none other than the boys and girls, the fathers and mothers, the citizens of the city which they serve. But where is the assistant superintendent with the courage to stand before a board of education and give a minority report on an educational measure? Where is the assistant superintendent who would dare publish in the papers of a city his opinions in opposition to a measure promulgated by the superintendent? Then whom do they serve, a person or the people?

Any one must acknowledge, of course, that they can best serve the people ordinarily through co-operation with the superintendent's office. But this doesn't mean subordination to that office, for subordination is the characteristic of obedient animals. How often we see this subordinating policy carried out until counter movements set in out in the system somewhere, a crisis is on, and these assistant superintendents are caught in between the upper and nether millstones. They were in a position to see these things coming, but from fear or some other motive they kept silent and let the children suffer. No, the chief function of the assistant superintendent is to keep in touch with the people. Because of their greater stability in office than the superintendent they ought to feel the more keenly this responsibility, and have the courage to make known their convictions.

Then what kind of people should they be? It goes without argument that they should be primarily educators. To them should be given the function of supervising and inspiring the educational phases of the school work. They should be freed largely from the routine of office work. They should be out in the field actually supervising and instructing from 9:00 until 3:00 o'clock. This on the assumption that they have a grasp of the whole situation.

They should be given a definite place in the councils of the board of education and not sit as mere onlookers, and humble servants. How pathetic it is to see assistant superintendents sit and see a proposition go through the board of education affecting adversely the educational interests of the city without raising a dissenting voice.

That subordinating attitude to which they steel themselves soon drives their individuality away, and they become mere echoes of an educational regime. Years of service of that sort tends to develop a plaintive voice, a repentent attitude, a forgiving spirit, a nonentity of character.

The field of the assistant superintendent will bear looking into, and some real effective clearing and replanting might not be out of place in these time of ultra-conservation.

* * *

DRAWING IN SAN FRANCISCO SCHOOLS

To the Editor,
The Western Journal of Education.
My Dear Sir:

In view of the criticism to be found in our recent school survey, concerning the work in drawing and art in the elementary schools of San Francisco, under my supervision and done by the able teachers of our school department, I feel that a sense of justice demands that I present to the educational public a few testimonials by men of world-wide fame and renowned ability.

Mr. Turner Bailey, the surveyor, says: "Where the teacher in charge is capable, willing and enthusiastic, extraordinarily good results have been secured. In some exceptional cases the spontaneous story drawing, the plant drawing, the design (especially that applied to booklet making), and the decorative coloring have seldom if ever been surpassed in schools of similar grade. But such results are not common. Under existing conditions it is not surprising to find the work in the elementary schools as a whole far from satisfactory."

It has been my good fortune to visit school systems in this country and in 1912 I had the privilege of seeing—what may be termed—the school art work of the world, displayed at the International Congress for the promotion of Art Education in Dresden, Saxony. I know how our work compares with that of other cities, not only in the United States but in Europe, and I am quite convinced that we can place it in competition with that of any other school system.

The following are extracts of letters which may be of interest not only to those who have participated in the teaching of the art of the elementary schools, but to those who have followed its development for a period of years:

I spent an evening with Miss Katherine Ball some time ago, and was so deeply interested in the designs made by the school children now under her supervision, that she has asked me to write you something of the impression that I received from the extraordinary quality of this work. My own work in mural painting and in the applied arts during the last few years has brought me much in touch with the young people who are graduated from the various art schools in the East, from whose numbers many of my designs are recruited.

I told Miss Ball that I could say without exaggeration that none of these men and women could produce any work showing the fundamental good training of the school children here, and I have offered to buy for many practical uses in decoration, the best drawings produced during the year by these children. I have frequently been a member of juries for the award of prizes at the various art schools in New York, and I have never seen anything there to compare either with the practical or the artistic value of these drawings. And I should like to say on my own account that I regret exceedingly that Miss Ball is unavailable for New York, to teach not only my own sons, who are expecting to follow an artistic career, but also the innumerable young peole wpho are obliged to make use of their art training when they leave school.

My feeling about the work being done here is so strong that I trust you will pardon any seeming indiscretion on my part in writing to you about it.

ALBERT HERTER,
Herter Looms,
New oYrk City.

I have had occasion to make a special study of the work of school children of New York, Boston, Philadelphia, Chicago and of smaller cities and towns, and I find it to be a fact that the work of the San Francisco children is finer by far than that of any others—more original in design and color, characteristic and individual rather than imitative, and holding out a definite hope of great things to come."

S. NILSON LAURVIK,
Director Palace of Fine Arts,
San Francisco.

The San Francisco children have real art training, a thing which is extremely rare. I have seen a great many exhibitions of school drawings, from Boston to California, but I never saw a set of elementary or high school drawings in which the essentials of strong, emotional, creative art were so pronounced; and the teaching so successfully concentrated upon and directed toward the conditions which will produce natural, healthy and powerful artistic emotion and expression. I consider this the highest aim of art in the schools; not to train future artists, but to give appreciation of art.

I would like to see the spontaneous illustration as you formerly taught it, with all the natural mental characteristics of children's drawings so naively left alone (as Kerchensteiner of Munich and Rouma of Belgium in their exhaustive studies of children's drawings have demonstrated to be typical); I should like to see this kind of drawing, and the object drawing and design, as you now teach them, carried on in every school of the United States, and I hope that some day they may be.

Again thanking you most heartily for the real help and inspiration which you have given us,

Most sincerely yours,
ARTHUR B. CLARK,
Professor of Graphic Arts,
Stanford University.

I have not seen such promising work anywhere, in Europe or America.

Having taken classes myself in the most progressive London art school, the Central School of Arts and Crafts, I know a little of conditions there. My only regret in seeing your work is that you are not able to continue it into its logical unfoldment into craftsmanship.

However, even as it stands it is a bright spot in the dreary waste of art education as it is today.

Yours very truly,
MAXWELL ARMFIELD,
The Celebrated English Artist who exhibited at the Palace of Fine Arts a year ago.

I have carefully examined a great deal of the work of your pupils, extending over a number of years, and am astounded at the remarkable results which you have achieved, particularly in the higher grades, respecting both purely technical training and feeling for good design. You have accomplished so much in the wretchedly inadequate hour a week at your disposal that it is hard to put a limit on what you might do were time granted for more intensive training of both teachers and pupils.

I can only express my earnest hope that you may be granted the opportunity of developing your splendid work as it deserves to be developed. What is imperatively demanded is more time and, above all, more appreciation of the supreme importance of such work as yours, both in a purely cultural way, as a means of visual and intellectual discipline, and as a vocational training in all branches of applied art.

Most sincerely yours,
MELBOURNE GREENE,
Staff Lecturer of the Extension Division of the University of California.

Mr. Bruce Porter, one of the foremost artists and critics of San Francisco, in public said:

"I feel that the work Miss Ball has done in the elementary schools of San Francisco is nothing short of a miracle."

Very respectfully yours,
KATHERINE M. BALL,
Superintendent of Drawing and Art.

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The Western Journal of Education

HARR WAGNER, Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Washington Irving School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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Editorial Notes

THE BIG IDEA

We conscript children for the public schools; we conscript young men from twenty-one to thirty-one for the Army; we beg volunteers for agricultural work, for ship building, for transportation, for munitions, and food conservation. Why not conscript all the men and women and put them to work under the direction of administrative authority? Then the problem would be solved. We would not need any more Liberty Bonds, and the danger of a lack of foodstuffs would disappear.

* * *

A LITERARY HISTORIAN

Ella Sterling Mighells, the author of "The Story of the Files" and a number of interesting stories of western life, has written a complete story of California literature, and of the men and women who have figured in the artistry of letters in the Golden West. On April 10 at the St. Francis Hotel the fraternity of California writers will meet to do her honor. We nominate her as

The Frst Historian of Literary California.

* * *

IN SERVICE

There are three thundred thousand Lutherans in the war service. Lutherans are of German stock. They came to this country for civil and religious liberty. They fight for this country, not because they hate the Germans, but to be of service to the land of their adoption. We as a Nation, have not only had the latch-string out, but have kept wide open the gates to those who felt the oppression of the military system of Germany. Why teach hate now? Let us keep the public schools free from race hatred. Strike hard and strike often at the military system of the kaiser. Shout for Democracy. Let us remember to keep the gates wide open for the oppressed, and closed against the oppressor.

* * *

MOZURIANS

Our readers will be delighted with the felicity and facility of the Department of the Ancient Order of Mozurians. It is something different. If you are tired of the awful seriousness of the written word you will enjoy the submarine treatment of the marking system in the public schools.

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ATTENTION

H. W. Fairbanks, the ablest geographer of the West, and at the same time the most delightful and modest of writers, has shown in outline how to teach the growth of the city of Los Angeles and the city of San Francisco. Please call the attention of your teacher of geography to this outline in the Journal.

* * *

SPELLING

The bulletin issued by the Los Angeles City Principals' Club gives special publicity to the fact that San Francisco ranks high in the teaching of spelling. This is largely due to the method used. A few years ago Miss A. R. Power, at this time a grade teacher, took the San Francisco method as a basis for her book entitled "Power's Graded Speller." It is published by the old established firm of J. B. Lippincott Company of Philadelphia and has a large sale. Under our text-book law it cannot be used except as a desk book in the hands of the teacher. It has, however, had a wide influence in developing spelling along essential lines.

* * *

WE WILL ALL BE THERE

The C. T. A. Bay Section will be held in Oakland beginning Tuesday, March 26, with the opening address by Dr. Chas. R. Van Hise of the University of Wisconsin. The Alameda County Institute, the Marin County Institute, the Stanislaus County Institute and Oakland, Alameda and Berkeley will join in the meeting. There are many departments, including one on German. Jane Addams, spelled with two d's, will be on the program; also Cora Wilson Stewart, who has established moonshine schools in the land of moonshine whiskey.

* * *

HOLD, ENOUGH!!

"Oh! if mine enemy would write a book," was a common expression a few years ago. Today it is different. Our officials devote most of their time to writing, not books, but bulletins (should be spelled with two b's, a la Thackery), and as a result the janitors are kept busy emptying waste baskets. Now that the Government pays the postage, and we "pay the piper," there is a flood of literature for which there is no ark, no dove, no rainbow of promise. Look what we have done, says an official, and we behold a mass of debris—some call it junk. Public sentiment was created by the original publicity agent, Benj. Franklin, not by formal statements that should be canned, rather than dried, but by epigrams and the use of the press. We hope our public officials will give us their ideas for circulation, and let us edit them. If not, let them —the ideas, not the officials—be put in the melting pot and boiled down, and served hot.

* * *

HOW SHALL COUNTY SUPERINTENDENTS BE ELECTED?

A very definite although almost unnoticed evolution is in progress in California in the election of County School Superintendents. This movement is destined to affect vitally the future of the country schools, and should be studied and if possible directed by the school people.

The old method of selecting candidates by parties and of choosing between them on party lines was generally condemned as inadequate and undesirable, if not actually detrimental to the best interests of the schools. It was known often to have eliminated from consideration for this most important and influential position people who would have been highly desirable. Many of the better educated and professionally trained school men and women were reluctant to enter the political arena to secure this office, which at best was no better than was obtainable on the merits of their school work. The need therefore of a change in the method of selecting the superintendents was conceden even by the politicians.

The Legislature which enacted the primary election law recognized this need. It made provision that this office should be classified on the ballot as non-partisan. This change removed the most objectionable feature of the old law—the party contests—and on the whole was perhaps as good as could be expected from a Legislature acting without advice upon the subject from the educators. It is susceptible, however, of many improvements. A later Legislature unwittingly opened the way for these improvements when it granted to counties the same as cities, the privilege of adopting charters for their government.

Four counties—Los Angeles, San Bernardino, Butte and Tehama—have taken advantage of this law. It is interesting to note that in each the selection of the County Superintendent of Schools has been taken out of the hands of the electors. The boards of freeholders formulating these charters recognized that the old plan of election was fundamentally wrong. In each county an attempt was made to take the office out of politics; and in each a plan was devised which was wholly different from that provided by general law.

It is evident from a study of these four county plans that the motives of these respective freeholders were good and that their intentions were sincere and honest. They unquestionably wished to make it possible to secure the best talent in the county for this office. It is also evident that their light was insufficient and their knowledge of the plans in vogue elsewhere restricted.

It Los Angeles county the superintendent and each of his deputies, clerks and other assistants have been placed under civil service rules so that under certain conditions the tenure is permanent. But the appointive power is in the hands of the board of supervisors. In San Bernardino county the term is four years and the appointment is also lodged in the board of supervisors. In Butte county a special board of five members makes the appointment for a period of four years. In Tehama county the term is for the same period but the selection is made by a convention composed of the clerks of the school districts.

Here are three distinct plans. Each has been tried by one or more States. Two at least have been found defective and to work little if any better than the elective plan in keeping the schools out of politics.

It is claimed that the charter form of government for counties makes for both efficiency and economy. If these claims are demonstrated to be true the plan will spread gradually over the whole State. Few charter boards will possess constructive ability and the methods of appointment that have already been adopted by these counties will, no doubt, be copied by other counties. Public sentiment for such changes in the form of government moves very slowly. The old plan lasted for more than half a century. It is, therefore, very important that counties making changes in

the method of electing their superintendent should adopt the very best plan.

This presents a very practical problem and offers a very important field for investigation. Some one should be found—perhaps the Commissioner of Elementary Schools—who would make a very careful study of all the methods of selecting superintendents that have been tried by other States. If there is a best method—one that will always result in the selection of a highly qualified candidate—that method should be found. It should then be presented clearly and strongly to the school people, who in turn could bring it forcefully to the attention of all boards formulating county charters.

The columns of the Western Journal are an open forum for the discussion of this vital question.

* * *

WESTERN SCHOOL NEWS

Kathryn Stone of Los Angeles and Herman E. Owen of San Jose contribute articles on music in the schools to the Journal of the N. E. A.

Gail Harrison of Berkeley, Cal., has been elected vice-president of the National Kindergarten Association.

The teachers of Bakersveld, Kern county, have been granted an increase of 10 per cent in their salaries.

Oakland, Cal., is building sixteen portable schools to accommodate the overcrowded schools and class-rooms. The election of school trustees will be held on Friday, March 29.

Allison Ware, who resigned the presidency of the Chico State Normal, is captain C. A. 35th Infantry, Nogales, Ariz.

Educational Journal is the title of a publication issued by the Los Angeles City Principals' Club. It is published monthly and is edited by R. E. Pollich, price $1.00 per year. The Club went on record as oppossed to $2.00 for the Southern California Teachers' Association, but were willing to pay $1.00. The Journal is well edited and contains much information of interest to the teachers of the city of Los Angeles.

For the first time, Leland Stanford Junior University at Pala Alto, Cal., will be in full session this summer. Virtually every department will offer courses for twelve weeks. The four-quarter system, under which the University will remain open the year around except during September, was established last fall.

As the majority of students usually at summer sessions are teachers, Stanford is preparing to offer courses attractive to them. The School of Education especially has planned an extensive program, and the languages, economics and history departments also will give numerous subjects of benefit to teachers.

Visiting professors already engaged for the summer include Dr. Lane Cooper, professor of English language and literature at Cornell; Dr. F. M. Padelford, head of the English department at the University of Washington, and Harlow Lindley, head of the department of history and political science at Earlham College.

The summer quarted will begin June 18 and end August 31. It will be divided into two terms of six weeks each, with creadit given for oneor both terms.

The University will open with the summer quarter its well-equipped new marine biological laboratory on the seashore at Pacific Grove, Cal., where during the summer all courses in zoology and physiology will be taught. The marine station will be all year for research work, with regular courses given there in the spring and summer quarters.

The program of the Semi-centenary of the University of California will be given March 18 to 23, 1918. The principle addresses will be given by President Wheeler, David Starr Jordan, J. H. Breasted and G. F. Swain.

In thousands of American schools Webster's New International Dictionary is the court of final appeal in spelling and pronunciation, in etymology and definition. Is not such standardization worth while for your school? If you are not equipped with this supreme authority why not suggest to your school board that you need it? Pupils should have every opportunity to do effective work and win promotion.

Phillip Prior, of the San Francisco School Department, passed away recently. As a teacher, principal and citizen he gave splendid service. For many years he was treasurer of the California Teachers' Association and had the respect and friendship of the schoolmasters.

J. Harold Williams has made a survey of exceptional children of the Santa Ana schools at the request of Superintendent Cranston. It is published by the Whittier State School.

C. A. Stebbins of the Chino State Normal School, has been appointed Director of School Garden Campaign for California. It is Secretary Lane's idea, that is being worked out through Commissioner Claxton of the Bureau of Education, to have five million boys and girls of the schools in every city, town and villiage in the country, captained by forty thousand teachers, produce as nearly as possible all of the vegetables, small fruits and eggs for their home consumption.

In order to familiarize the readers of the Western Journal of Education with their large and extensive stock of school supplies and art materials, Milton Bradley Company is running a series of advertisements. Each month they will feature special items.

Send 20 cents and 4 cents for postage to Ginn and Co., 20 2nd St., San Francisco, for a copy of "Food Problems." It will repay you.

The Harr Wagner Publishing Co., 239 Geary, publishes, promotes and sells Western books by Western authors. We publish the complete poem of Joaquin Miller, Power's Poems for Memorizing, Indian Stories of the Southwest by Elizabeth J. Roberts, Political Primer by Bessie Beatty, Matka and Care and Culture of Men by David Starr Jordan, and many other interestings books. If you have a Ms. to publish, write now.

COUNTY SUPERINTENDENT COMMITS SUICIDE

Following his return from San Francisco March 15, where he had been taking treatment for an incurable throat disease, County Superintendent of Schools Fred Brunhouse of Lassen county shot himself twice in the mouth with a revolver. The second shot caused death. Brunhouse's body was found in his office. He left a note saying that he feared to transmit the disease to others. He leaves a widow and three small children.

* * *

Miss Winifred Van Hagen has been appointed Deputy State Supervisor of Physical Education. Miss Van Hagen has made a splendid record in Oakland and was associated for several years with Signe Hagel thone, whose safe and sane work in physical education has been of the greatest service in California.

* * *

THE DEPARTMENT OF SUPERINTENDENTS

California was well represented at the Atlantic City meeting of the National Superintendents' Convention. Ten cities sent their superintendents as follows: Dr. Shiels of Los Angeles, Hunter of Oakland, Hughes of Sacramento, Dr. Rhodes of Pasadena, Cross of Fresno, Stevens of Long Beach, Rebok of Santa Monica, Wheelock of Riverside, Bennett of Pomona and Bush of South Pasadena. The State was further represented by President Wheeler of the university, President McLane of the Fresno Normal school and Deputy Superintendent Avery and Mr. Riciardi, head of Bureau of Vocational guidance of Oakland. All things considered—the great distance, the time required, the expense and the severity of the weather—this large attendance is convincing evidence of the progressive spirit of the educational leaders of our State.

* * *

TWO CALIFORNIANS HONORED

The great city of New York is earnestly seeking a Superintendent of Schools. The recent meeting of the national department at Atlantic City seemed to be staged especially for her benefit. Here were gathered from the whole country the leaders in school administration. The Board of Education was not slow to profit by the opportunity which this meeting offered.

After conferring with many of the more prominent superintendents and consulting with the educational leaders, a special committee of the Board of Education consisting of President Somers and Messrs. Wilsey and Ryan, together with Mr. Metcalf, school editor of the New York "Globe," gave a breakfast at the St. Charles Hotel to the most attractive prospects. There were invited to this breakfast the following school superintendents: John D. Shoop of Chicago, Frank Spaulding of Cleveland, Charles E. Chadsey of Detroit, Randall Condon of Cincinnati, Dr. Albert Shiels of Los Angeles and Charles C. Hughes of Sacramento. As honored guests and advisors were also invited Dr. Thomas E. Finnegan, Deputy State Commissioner of New York and president of the Department of Superintendents; Carrol G. Pearse, president of Milwaukee State Normal school, and Dr. William H. Allen, director of the Institute of Public Service, New York.

After justice was done to an elaborate breakfast—at which, it is reported, all qualified—the party adjourned to the assembly room of the St. Charles, where a round table conference of two hours was held. Among the unsettled educational questions discussed were the following: Military training in the schools, building plans, the junior high school, the selection of teachers and the powers of the superintendent.

It is interesting to note that of the six selected by the Board of Education and their advisors as suitable candidates for the superintendency of the largest school system in the United States, two were from California.

* * *

Superintendent Champ Price, who has made such a splendid record as Superintendent of Schools of Santa Cruz county, will not be a candidate to succeed himself, but will be a candidate for the Assembly.

* * *

The Fresno "Republican" has a column editorial in praise of Will C. Wood for Superintendent of Public Instruction. However, its advocacy of an appointment of State Superintendent is not especially consistent with our fighting for safe and sane democracy. If the people are not fit to select their executive officers, then they are not fit for democracy.

RECONSTRUCTION

Edited by Ednah Aiken

Foreword

We face a new period. That which we are leaving is intensively organized. It is not conceivable that the one on whose threshold we stand will be less closely organized. Life is a series of expanding human relationships, of overlapping circles of organizations, from the home, through the school of grade organizations onward through life by way of clubs, and churches, and leagues, and unions. Americanization implies the adaptation of the individual to the ideals of the democracy of which he is a unit by means of the lesser organizations which can train without subduing him.

We demand Americanization for the alien. Is Americanization for the native-born a thing attained? Why do we not teach it in our schools? We accent the acceptance to citizenship of our aliens; we have stately initiation ceremonies for our Indian recruits, and nothing for our conscripted children. The first day of school, the most memorable in a child's life, we let pass without the singing of "My Country, 'Tis for Thee;" without the oath of the Athenians, without color or charm or pageantry; without a suggestion of the romance of the civil, democratic conscription of compulsory education. We allow the wonderful moment to pass, as we do the rest, in unorganized occupation, without daily reference to the obligation of democracy.

The man who knows men, who can wield and manage groups or mobs of men is the ruler of his fellows. He writes sermons that sway them, or creates business which absorbs and exploits them. No man liveth unto himself, or as Woodrow Wilson has paraphrased it: "A man IS the part he plays among his fellows. He is not isolated; he cannot be. His life is made up of the relations he bears to others; is made or marred by those relations. There is nothing else upon which he can spend his spirit."

Did we lead, step by step, our children from one organization to another; did we share with them the romance of our democratic plan, and its close relation to education, might we not expect a better understanding of "government of the people, for the people, and by the people?" Might we not develop a clearer comprehension of the "rights of men to choose their ways of obedience?"

Individual life is the succession of efforts to adapt the hope of personal liberty to the restrictions of community welfare. That the problem of the individual is the problem of democracy should be consciously taught—not left to individual chance—to every child of the Nation.

* * *

A Correlating Program for the Elementary School Organization, or Human Relationships.

Initiation, or Ceremony of Welcome, to the Civil Soldier. Conscription to Citizenship of All Newcomers.

First Year.—The class, and the classroom. Organization of. Monitors. Classmates. Politeness the oil of social machinery. Rules of politeness based on kindness and order. Define by daily examples **personal liberty.** Liberty vs. politeness. Liberty vs. obedience. Bring out the idea of obedience to ideals. The teacher as interpreter of those ideals, rather than as autocrat. Habits of attention defined as habits of kindness and of order, or of organization. The class-room used as illustration of an organization. Imaginative or resourceful teachers will plan acts of service, and will create class officers.

Second Year.—The school. The school program. What is it? Who makes it? And what for? Does it achieve its purpose? Is it fixed, changeless? Should it be? For what are they, the pupils, being trained? What is citizenship? Self-government? School police, or school officers; monitors. Service; efficiency. School gardens; window gardens. Beauty; responsibility for. Training in messages; in quick orders. Training for emergencies, crises. Necessary pride in the institution as the foundation of democratic government. Self-reliance.

Third Year.—The home. Home and nests. Nature study. Organization of nest; and of animal life. Family life, of children, a preparation for the individual life. Temporary "chores" a part of a wise **organization** of the home. Executive ability a subject for discussion; examples of. Dignity of service. Importance of home work. Domestic science; relation to physiology and chemistry. The individual. Rights of the individual. Rights vs. obedience. Ideals of home life. Of order. Of beauty. Of co-operation. What it is. Can home life be made selfish? When, and how? Is one home related to another home? What is a neighbor?

Fourth Year.—The neighborhood. Co-operative neighborliness. Am I my brother's keeper? The self-interest of generosity and of humanitarianism. No one safe in a neighborhood if one home, one family, is degraded, diseased, or unclean. Cleanliness only a matter of personal pride, or of duty to one's neighbor? Community life; the unit. The school district. The social center. Centers of democracy. Why. Scouts. The act of kindness. Campfire girls. Civic duty. Clean streets. Gardens; beauty.

Fifth Year.—The city. Organization of. Compared with other cities. Compared with its own organization a few years before. Its charter. An ideal organization? or ideal city management? Public utilities. Municipal ownership. The city's individuality. Its history, or its romance. Duty towards that city. Civic duty enlarging. Relation to. Pride for. Is the pride justified, or is it merely an inherited prejudice? What relation is it to the State? Largest city or capital? Or wheat, or cotton center. What are its advantages? or drawbacks? Libraries; docks; art galleries; museums; city hall; labor unions; chamber of commerce; city planning commission; which places of interest have been visited? The city beautiful.

Sixth Year.—The State. Its individuality. Its climate. Flora; relation of climate and position to industries and products. Organization of the State. Its history; its relation to the Union. Relation to other States. Geography, "the history of the earth as the home of man." Relation of State to the world. Its contribution to world welfare. Politics, the science of government. Its secondary, or degraded meaning. The vote a privilege as well as a duty. Civic education. Service: as an obligation to the State.

Seventh Year.—The Nation. Its origin. Its inspiration. Relation to other States. Relation to the individual. Nationalism. What is one's country? The people or the land? What does the flag stand for? Can one assume infallibility of a Nation? What does it mean: "The right of men to choose their ways of obedience?" National infallibility vs. national progress? Liberty vs. obedience. Obedience to ideals. What is democracy? Is it achieved? Or is it a progressive ideal? Washington, Lincoln, Wilson; what has been their special privilege? What was the special significance of the Civil War? Define socialist; I. W. W.'s; monopolist; pork-barrel; politician; statesman; direct action; syndicalism; Congress; graft; free speech. What is one's duty to democracy? What does it mean: "Making the world safe for democracy?" or: making democracy safe for the world? What is the new patriotism? If a country is worth dying for, is it also worth living for? Why is not civic duty a universal duty? Why is it "unpatriotic" to evade it?

Eighth Year.—The nations. What and where they are. Which are the small nations? What are their rights? What are the inalienable rights of a nation? What is the freedom of the seas? What do we know of international law? How do nations rise and fall? What is the inspiration of the Hebrew people? A people without a country? What is a country? A man without a country? A citizen of the world? What is the inspiration of the **melting pot?** of the United States? What is the meaning now of the word **neighbor?** of brotherhood?

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SAN FRANCISCO CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS

The regular meeting of the San Francisco Congress of Mothers was held on Wednesday, February 23, in the City Hall. The education committee had the program in charge, Mrs. Jesse Steinhart giving the culminating address of the series on the report of the Survey of Public Schools made by the Federal Bureau of Education. Mrs. tSeinhart's own survey was concise and comprehensive, focusing on the administrative changes to which the Public Education Society has committed its activities. The Congress of Mothers is in sympathy with the survey report and most of its findings, the education committee having devoted two afternoons a week since September to a serious study of its pages. The various parent-teachers' clubs and parent-teacher associations are preparing to study seriously the many questions of the report, and are swiftly and surely finding themselves in harmony with most of the deductions. One cannot be a member of a parent-teachers's club long before ocming under the thrall of the community center idea; nor without adopting the slogan: The schools for democracy, and democracy for the schools. Women as a rule do not stay members of any particular mothers' club; they travel on and out, carrying about with them the convictions of the group. And it can be safely stated that the composite conviction of the group is that our schools are not for democracy, and that democracy, except in this war crisis, loses sight of the needs of the school. Anything which militates against a progressive program for the children of the city must go; that is the determination of the revolutionaries who meet in dark, illy-lighted basement rooms, of schools, or in slighted corners or, more proudly, once a month in the city hall. Not more proudly. The mothers accept with pride the place which their children must accept, even if the knowledge of their efficiently paid taxes irritates them into disquieting reflection. But all this prepares them for readiness to urge on any campaign for better schools which will offer a reasonable chance of success.

A special meeting of the San Francisco Congress of Mothers was called for Friday afternoon, March 15, at the City Hall. Final arrangements for the convention of the Second District Congress of Mothers were made, and plans discussed for the mobilization of the women of San Francisco for war work. Mrs. A. N. Tomlinson, president of the San Francisco Congress, is chairman of the committee on organization, or mobilization, acting as a member of the executive of the Women's County Council of Defense.

Convention of Mothers

The convention of the Second District Congress of Mothers will be held at the St. Francis Hotel on April 18 and 19. Among the speakers will be Rabbi Martin A. Meyer, Dr. Jessie A. Russell, the president of the California Congress of Mothers, Mr. Robert Hunter, Superintendent of the Oakland schools, and the presidents of the various federated organizations.

Red Cross Activity

The mothers' clubs are doing their bit in Red Cross work. Mrs. A. Goldstein, who accepted the San Francisco Congress scholarship in first aid and elementary hygiene, has been illustrating to her club, the McKinley, the work done in these classes. Mrs. Goldstein has given the address at each of the "Hat Evolution Afternoons" at the home of the president of the McKinley Parent-Teacher Association. These afternoons are a part of a series of instructions in the art of millinery, conducted by Mrs. Hopkins, who has put imagination into the instruction as well as into the material evolution. Mrs. Manning of the Normal School Parent-Teacher Association is taking the normal school Red Cross scholarship and will soon be able to Red Cross recruiting. The Edison School Mothers' Club has a knitting club, and the members are working at the Mission Red Cross Center. Their president has accepted the San Francisco Congress scholarship course. An interesting report has just been received from the Redding school. The members have recently sent to the Red Cross 5 comfort kits, 16 bedshirts, 12 short robes, 21 pillows filled for ambulance, 98 pairs bedsocks, 24 long convalescent robes, 6 hospital shirts, 12 pairs pajamas, 28 knitted sweaters, 20 pairs wristlets, 2 helmets, 4 pairs socks and 2 scarfs, and are completing 15 sweaters, 2 pairs socks and 2 comfort robes.

THE ROLPH PUBLIC SCHOOL

The above is a picture of the new school house, donated by James Rolph, Jr., Mayor of San Francisco, at his new shipbuilding plant, near Eureka, Humboldt County. Geo. Gallagher, President of San Francisco Board of Education, made the principal address.

TWO IMPORTANT ADDITIONS

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THE CALIFORNIA FEDERATION OF SCHOOL WOMEN'S CLUBS LUNCHEON PROGRAM

Tuesday, 12:30, ballroom Hotel Oakland; luncheon followed by program:

Address—"Moonlight Schools of Kentucky," Mrs. Cora Wilson Stewart.

Short talks of from four to ten minutes.

"Industrial Welfare Work," Miss Katherine Edson, Industrial Welfare Commission.

"The Larger Motherhood," Miss Cora L. Williams, School for Creative Education, Berkeley.

"Service in the Hawaiian Islands," Miss Nell Findley, Oakland.

"A Message from the Mothers' Clubs," Mrs. George Short, president Federated Mothers' Clubs, Oakland.

"Education as I See It," Miss Lillian Palmer, Hand Wrought Metal Shop, San Francisco.

"A Message from the Red Cross," Mrs. H. A. Kluegel, director Junior Red Cross.

"The Four-Minute Man," Miss Margaret Morgan, San Francisco.

Business meeting.

Reservations for the luncheon should be made through Miss Henrietta Johnson, 731 Henry street, akland, telephone O-3010. Price, 85 cents.

* * *

THE SCHOOL WOMEN'S JINKS

The serious-minded school women of Oakland, mindful of Aesop's warning that the taut bowstring must sometimes be loosened, hold annually a jinps. Had ye been there in March, ye wad ha' seen at Ebell Hall the light, the knights and the sprites in a grand march. Goddesses of Liberty succeeded Fiji Islanders; Orientals, Ethiopians, Gypsies, Sammies appeared in cosmopolitan companionship.

The program was opened with music by a shazz (this is not a misprint) band. Next a Roarfium show made everybody roar. An artistic Chinese scene, the **Medieval and Modern Ballad of Mary Jane, Young Lochinvar,** and others were included in this varied menu. Clever and laughable were they all. Two, because of their professionable subjects, deserve special comment: A humorous presentation of school scenes (divided into seven spasms), introducing typical interruptions that hinder recitations, would appeal to any teacher. The various reports for the principal's office, the visitors to the class-room, the supervisors to measure the children and take micrometer tests, the depletion of the class by the demands of cadet practice and special drill—all these interruptions the teacher met calmly. Just before she hurried off to a teachers' meeting, to be followed by work on the examination board, teachers' study class, and night school, a final report is required: "Get the names of all cross-eyed children. Find out whether their grandparents were cross-eyed. If so, what method of penmanship did they use that made theim cross their i's?"

The burlesque was presented with spirit; some of the best-sustained characters of the evening were the children in the school scenes. The interrupted class was, however, almost too real to be funny. Thus teachers amuse themselves like the small boy with the sore toe: "It hurts when I touch it, but I want to see how much it hurts." The other skit on a professional subject was a laughable scene in the socialized school.

The diverting program closed with the transformation of a number of little immigrants in a spectacular melting pot into real Americans.

* * *

On February 4 Mr. Harold C. Bryant addressed the Alameda School Women's Club. His subject, "Conservation of Wild Life," was interestingly and logically handled and beautifully illustrated. As a result of this talk Mr. Bryant has been secured for the Arbor Day exercises of the Haight, Washington and Longfellow schools.

* * *

WAR SERVICE IN THE ALAMEDA HIGH SCHOOL

By May V. Haworth
Alameda High School

Today our high schools are bigger and broader than before the war. In the Alameda High school books and papers, classrooms and laboratories maintain their places as before, but in addition there is now a practical and sincere effort to help in the war in such ways as knitting for the soldiers, collecting clothes for the Belgians, buying Liberty Bonds, saving tinfoil, preserving fruit in the summer and boosting for the Y. M. C. A. in the fall, making scrap-books for the hospitals and baby clothes galore, to say nothing of theatrical benefits and movie performances. For the good cause we have enjoyed Mary Pickford and Marguerite Clark, Douglas Fairbanks and Wm. S. Hart, Charles Ray and Sessue Hayakawa. Energy and work are needed for these activities, which are not listed in the schedule nor counted for graduation. But who can deny that the aim of education is to develop responsibility with that capacity for hard work and efficient management that plans ahead and accomplishes results?

A service flag with 180 stars hands at the entrance to the Alameda High school and emphasizes the fact that service is the keynote of the student body and the faculty. To begin with, every one is a member of the Junior Red Cross. Headquarters for the Local Chapter were moved to the high school in June to save extra clerical expense. There are now two classes in surgical dressings, five high school extension classes in food conservation and dietetics for mothers and teachers, and classes in first aid, with forty-eight girls proudly displaying their diplomas from Washington, D. C.

In six months we have raised almost $2,000 for war work. We have bought twelve Liberty Bonds, given $500 to the Y. M. C. A., knitted about $400 worth of wool, sent $100 to Belgian relief, with a drayload of good warm clothes, socks, shoes and handkerchiefs, together with 670 letters from students to the Belgian children. We have made comfort bags for the soldiers, and 170 interesting and quite artistic scrap-books containing pictures, stories and jokes, with bits of fact and fable to relieve the monotony of wounded soldiers in the hospital. Only today we hung a clothes line in the general assembly hall with dozens of patch-work quilts and knitted bonnets, just completed, for the refugees.

No task is small or inconspicuous if we can be of service, so even rags for gun-wipes for Camp Lewis are being collected in response to an urgent request. The salesmanship class recently advertised and managed a newspaper drive. The High School Bank sold $1,500 of War Savings Stamps during the past week. Spring plans indicate that all the vacant lots in Alameda will be planted and that the summer will yield a valuable crop. We not only make money, but we save it, and the thrifty seniors have devised all sorts of means for curtailing class expenses and simplifying school activities. We have a saying, "If you want anything, ask for it," and we find the students respond and "Go over the top."

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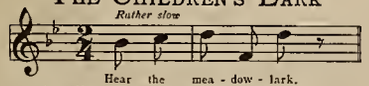
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Vol. XXIV SAN FRANCISCO, APRIL, 1918 No. 4

MEETINGS

Bay Section the California Teachers' Association; Wm. J. Cooper, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, F. H. Boren, Lindsay, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the Califnroia Teachers' Association; E. E. Brownell, Gilroy, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, Mrs. Agnes Ray, George W. Stone.

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EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Washington Irving School, San Francisco.

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Editorial

THE COUNTY UNIT OF ORGANIZATION

The policy of the Journal in the past has been to stand consistently for the greatest democracy in the government of the schools. We have opposed any change in the method of management because we have believed that the District System more than any other has kept the schools in close contact and relationship with the people.

While we have held this position, we have clearly seen that this system has had many defects. The boards of trustees, we have fully appreciated, have not always been broad-minded and disinterested men, have not always been able to distinguish a good school from a poor one, have not always been willing to seek and to act upon professional advice, have not always been economical and wise in disbursing the funds; in short, have not always been fully qualified. Yet we have believed that these deficiencies have been more than offset by the greater interest and the local pride of the people in their school.

So many weaknesses in the product have been revealed by conditions growing out of the war, that all thoughtful educators and people interested in education have begun seriously to take stock in all matters pertaining to the public schools. These reviews and soundings and investigations have reached to the most fundamental questions of method, of courses of study and of organization. One to which we have given serious consideration is this question of organization for the government of the schools. And these investigations have led us to the conclusion that California has reached a stage in her development when the county properly organized as the unit of government offers opportunities for educational progress.

So much depends upon education in a democracy that it should be the aim of the schools to lead rather than to keep pace with the public. Where the County Unit has been tried this end has been attained and the schools have been raised to a higher plane. The personnel of the boards of education has been improved by the presence of men of larger experience and of broader views. The County Superintendent has been exalted to the position of professional advisor by these boards, which have shown an appreciation of expert knowledge and advice. The courses of study have been broadened by the introduction of special instruction in music, drawing, agriculture, domestic science and manual training. These in turn have brought the best type of supervision—that of special instruction and leadership. The term has been made uniform for all the schools and in most cases has been lengthened by a wiser expenditure of the funds. The employment and assignment of teachers has been placed upon a better basis of merit. The consolidation of districts has been made more easy and general. The schools, on the whole, have not only been noticeably improved but have also been run with much greater economy.

Furthermore, our study has convinced us that the County Unit of government can be made thoroughly democratic; in fact, just as democratic as our California boards of supervisors.

The Journal wishes to announce that hereafter it will persistently discuss the adoption of the County Unit of government for the schools of California, and advocate keeping the public school system safe for democracy. A point of view slightly different from an editorial contributor follows:

* * *

GERMANIZING AMERICAN SCHOOLS

The recent High School convention adopted a resolution recommending the discontinuance of the study of German in the schools. The San Francisco Chronicle upon April 18 classes this type of action as hysteria rather than patriotism, upon the point of view that America needs a knowledge of German, commercially, to operate in German-speaking markets. It sagely opines that the Germans are not forbidding the study of English. There is certainly wisdom in the Chronicle's point of view if it were true that the study of German in American high schools materially contributes to an ability to speak German. Our schools are particularly unhappy in their efforts to teach speaking ability in any language, and until they learn an efficient method it might be harmless economy to discontinue the teaching of all languages.

If the High School convention had really gone to the serious root of the matter, the attack would not have been upon learning German words but upon learning German ideas. In the eighties it became the popular fad for young pedagogues to cross the Atlantic for a degree "made in Germany." They brought back with them a knowledge of the German language sufficient to enable them to hold up two fingers in a German restaurant and say "zwei," a translated knowledge of the German centralized school system, German theories and purposes of education, and a most overweening ambition to be their propagandists in America. The wily Germans mist ingeniously encouraged the movement. Every courtesy, every opportunity, every special dispensation and liberal discount from requirements for degrees, was extended to these seekers after the degree "made in Germany." The voyageurs came back flattered, uplifted and inspired. And thus through them was directly imported into the fountain heads of American education a mass of autocratic snakes' eggs which will require generations of democracy to scotch.

The pedagogic thinking of German schooling is done in a central autocratic bureau. The local management and teachers take their orders, like regimental sergeants, and pass on their sealed orders to the pupils ex-cathedra. The essential lesson is obedience—blind, unquestioning, indisputable. This schooling makes obedient serfs, efficient in executing orders — not self-thinking, responsible citizens. The horrors of the war have amply illustrated this distinction.

It is this theory and spirit we have imported through the wily manipulation of

AS TRUE NOW AS THEN

"These are the times that try men's souls: The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of his country; but he that stands it now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered, yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly; 'tis dearness only that gives everything its value. Heaven knows how to put a proper price upon its goods; and it would be strange, indeed, if so celestial an article as freedom should not be highly rated."—Thomas Paine, 1776.

the German government, now frankly revealed, which would make a New Germany of the United States. Not only have these German-made American pedagogues directly been propagandists of German Kultur, but, since they became professors of pedagogy in the American universities, they have successfully seeded these institutions and have made their departments the transplanting farms for the German government's insidious proselytism. This service has been performed by American universities unwittingly, but none the less effectually.

The spirit of centralization of school administration, now abroad in the land, is a direct product of this propaganda. It is proposed to take authority out of local boards and to centralize the county, the state and finally federal authority. In many parts of the United States progress in these lines has been accomplished. In this state the beginning is being made. There is much plausibility—as there is plausibility to the entire German Kultur propaganda, Germany harps upon the greater efficiency, smoother control, expert management, etc., of the Kultur system. These are tempting baits. But the essential and fundamental fact is not exposed—the undemocratic direction of the movement. It is away from the people, not toward the people. It substitutes the autocratic thinking of a central bureau for the thinking, the responsibility, the initiative of the democratic masses. Democracy is founded upon the necessary intelligence of all the people, and the government must be by the people and for the people. **Prudence, therefore, forcibly suggests that we promptly halt all German-made schemes of centralizing school authority—county unit scheme, greater power to state boards, greater control to federal executives. These plausible traps need careful, scrutinizing study by awakened democracy. Local administration of the schools shoots democracy from both ends; from the front end into the pupils; and by the back-kick, it trains the citizen-trustees in the practical meaning of education and in loyal support of the school system. Which education—front-end or back-kick—is more valuable to democracy, is difficult to determine. We cannot neglect either. But this is no time TO ARGUE FOR democracy. We are already at war to bar from our shores these Kultur ideas which are now being propagated in our midst.**

* * *

Have you forgotten anything? The subscription to The Western Journal of Education is $1.50 per year.

* * *

Swinburne eloquently says: "Change never lays its hand on truth."

* * *

Supt. W. L. Stephens, of Long Beach, like Ben Adhem, led all the rest in striking out non-essentials in Arithmetic. We have before us Supt. Stephens' report to the members of the Educational Council, Southern Section, dated Feb. 15, 1917. It is a careful analysis of the problems fundamental to the standardization in Arithmetic.

* * *

Supt. Jeremiah Rhodes, in his annual report, in the opening remarks touches high-water mark. It is good reading, and has "punch" in it of the right sort.

Southern California Section

Under Direction of
HERBERT F. CLARK
Teacher of History
Sentous Street Intermediate School
Los Angeles, Cal.

Editorial

POETICAL LITERATURE THE MORAL MOTIVE POWER

Regardless of any attempt to teach morals to children by outline courses, we come back again and again to practical literature as having the real moral motive power which moves the hearts and lives of children. The regular moral lessons, with discussions, and so forth, become mere skeletons alongside the driving suggestions contained in many of Walt Mason's poems. His extremely human, homely expressions touch the vital cords of common people, and their effect can be almost immediately seen on the conduct of the children. To sit in front of a group of 30 children and read to them some of Mr. Mason's poems is as a sower, drill in hand, scattering grain into fertile soil on a beautiful spring day. The very expressions of their faces indicate the reception of the homely truths. The common, human language that he uses keeps their minds in a joyous, receptive attitude, and it must be taken for granted that when so received and appreciated it will bear fruit in constructive moral action. Listen to his recital of "After a While":

> The mother tired, with aching head from sweeping floors and baking bread, called to her daughter, "Susan, dear, I wish you'd help a little here." Fair Susan, in the parlor dim, was playing o'er a tender hymn; methinks it was "The Maiden's Prayer," a melody beyond compare. She cried, while playing on in style, "I'll help you in a little while!" Her lover blew in unawares, a fine young man with princely airs. His heart was free from sordid strains; his head was full of high-class brains; most any girl would give her eyes to gather in so big a prize. He heard the mother's wearying cry; he heard the damsel's flip reply. His bosom swelled with noble ire! His tawny eyes flashed streaks of fire! He cried, "Miss Susan Sarah Brown, it's up to me to turn you down. While groundhogs live and comets shine, you'll be no blushing bride of mine! The healthy girl who doesn't jump, and on her system get a hump, when mother calls, I do not want; so get thee hence! Avaunt! avaunt! I'll hunt me up a damsel fair who passes up 'The Maiden's Prayer' when she has got a chance to chase the troubles from her mother's face."

* * *

SALARY RAISE A NECESSITY OF THE TIMES

Los Angeles teachers have petitioned the Board of Education for a flat raise of $200 per teacher merely as a war measure, leaving a readjustment of salary schedules to a more peaceful and hopeful future. It is to be hoped the board will grant this prayer.

Teachers are not only feeling the stress of increased cost of living all along the line, but the strictly war demands are ever pressing in upon them. The schools throughout the country are being made the very centers of patriotism, and through them are being collected all sorts of donations all the time. The teacher feels these more keenly perhaps than almost any other class of worker because she is dealing with children, and children have a thousand eyes and tongues. It is not merely that she needs to contribute to avoid criticism, but she feels the need of the worthy causes; she must preach them to children, and an increased compensation will enable her to do all the more for her country and the good people she serves.

The flat rate of increase petitioned for is a juster measure than any proportional plan could be. We are drifting away from the idea that peculiar ability to keep out of a school room is a legitimate basis for an increased salary. The flat increase places the compensation on all laborers alike and is to be highly commended on that account.

* * *

LACK OF CORRELATION IN DEPARTMENT TEACHING

We sometimes wonder, in our determination to carry out departmental work, if the children aren't losing in a general grasp of their study courses. We are so determined to let children select the studies they take; we want to free teachers from the necessity of being able to teach everything, that we get our teachers isolated from each other, isolated from the children in sympathy and friendship; get the children isolated from each other so far as class ties are concerned; get their studies isolated from each other until the whole process is one of unrelated elements jumbled together and called a school. In other words, correlation, that all-important factor in the process of education, becomes conspicuous chiefly from its absence.

Now, there are some compensating factors in the departmental plan of instruction, but some of us regret the loss of that perspective which a teacher has over the education of a group of children when she has them for their geography, their history, their language, etc.

The need is for such supervision from the principal's office, such arrangement of courses of study, such selection of subjects by the children, that there will be a play of inter-relationships throughout the process.

* * *

LEADERSHIP VS. DRIVING FORCE IN EDUCATIONAL WORK

Most teachers yearn for educational leadership. They are constantly face to face with the concrete problem of dealing with a group of children. They have the material to reorganize and get it across to the children. Their work is in a sense a mechanical, monotonous drill for ten months of the year. The very mechanics of the whole system drives them from day to day throughout the year.

But in this all they need, and yearn for, inspiration and educational leadership and

the administrative force that expects to get things done by a driving attitude, fails to see the fundamentals of the situation.

The mother and the father in the home can do only a certain amount of driving until they find they have driven their children away from them in respect and parental affiliation. The teacher in her room, who in thought and action separates herself from her children and assumes a dominating attitude, soon finds herself alone in a dreary realm of thought. In other words, the mother and father in the home need the vitalizing touch of their children to keep the "home fires burning." The teacher in the room needs to feel that she is but one in a group, all working together in the solution of a problem, in the working out of an educational process, in order that she may have a consciousness of doing something worth while.

And so clear out through the system there ought to be a spirit of coöperation. Whenever the administrative department begins a drive on the teaching force, it is prima facie evidence that coöperation has been lost and a crisis is at hand.

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TEACHER AS JUDGE OF HER OWN TEACHING WORK

Regardless of the number and kinds of supervisors and inspectors the ordinary teacher is working under, she can in this day of scientific education have the satisfaction of knowing for herself whether or not she is doing good teaching work. There is an abundance of good books on educational methods and materials by which a teacher can measure her work with the principles and ideas of other educators. She can always consider her group of children the best sort of an educational laboratory for testing out methods and materials. She can judge of her work better than anyone else as to immediate results, and in the long run she knows better than anyone else as to the effect she has upon the children outside of school hours. Children are great little barometers. They so innocently express the very motives of their actions. The wide-awake teacher is constantly analyzing the situation and measuring the progress she is making with the children.

It is just a little disappointing to a teacher to find her ability as a teacher measured by a few calls of cursory inspection from an official supervisor and save some sort of mark recorded in the Superintendent's office by which she is to be rated in the department. Such a plan of rating teachers is certainly a farce.

Far more educational in its effect would be a series of reports sent in by teachers on the ability and real assistance of the supervising force. At least, a dual system of reports and records should obtain. Real educational insight and ability doesn't always drift into supervisory service, but more generally into actual contact with children involving the teaching process. It is this point of view that would be most helpful to a superintendent in shaping the policies of the institution.

The teacher must therefore keep herself on an independent basis of thinking and judging. She must keep herself in touch with the best educational ideas and ideals of the time, lest she fall into a narrow channel of thought. She must constantly think of her children as being her own best measuring device and thus in her own consciousness determine whether or not she is rendering service worthy of her hire.

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WESTERN SCHOOL NEWS

John McNaught, the husband of Margaret Schallenberger McNaught, made a very excellent address at the Schoolmasters' banquet in Oakland on Saturday evening, April 14.

Superintendent of Public Instruction Edward Hyatt has issued a decision upholding the rights of Boards of Education to censor the teaching of German in the schools.

Job Wood Jr., statistician in Superintendent Hyatt's office, Sacramento, is in Lakeport, helping Superintendent Ferguson conduct her institute. Mr. Wood is one of the most practical and useful men in educational work.

William G. Hartranft, the popular representative of Silver, Burdett & Co., has had to cancel several institute engagements on account of illness. He is rapidly regaining his health at Byron Springs.

Superintendent Roy Cloud of San Mateo delivered an eloquent and instructive address at the Napa County Institute, on "The Great Pioneers of California."

Prof. Walter Kynoch, of Marysville, Cal., is arranging a program for Memorial day. He has always made Memorial day one of the great events of the school year. Harr Wagner will be speaker for 1918.

The trustees of the Los Angeles State Normal School have shown their appreciation of Dr. E. C. Moore's services as president of the institution, by giving him $6500 per annum. The trustees also arranged to pay J. F. Millspaugh as president emeritus $3000 per year. It is such rewards as these that will hold the blood of the nation in our educational work.

Principal J. A. Hooper, of the Dixon High School, is one of the new strong men in the state. He is a graduate of Princeton, when President Wilson was at the head of the institution. He is making a splendid record for school work, war work and efficiency.

The week beginning April 15 was observed in San Francisco schools by order of the Board of Education as "Be Kind to Animals" week. The children are interested in the contest on the best letters on, "What Am I Doing to Win the War." Best of all, the judges require as essentials correct grammar, spelling, neatness and penmanship. In practical affairs essentials are still necessary.

Superintendent John F. West, of San Diego, who has made a splendid record as County Superintendent of Schools, is offering prizes provided by state and county officials for tails of destructive squirrels. Prizes of $20 to $50 are offered, according to the number of tails secured by a school or individual pupil.

Willis E. Parker, the efficient Superintendent of Siskiyou, will not be a candidate for reelection. He will retire to a large fruit farm, which he has developed. The good wishes of the teaching fraternity go with him.

The Present State of Geography Teaching in the California Schools

"One has only to look over the programs of the County Institutes and the branch State Teachers' Associations to realize that geography is at a very low ebb in our schools. For example, the subject occurs but once upon the programs of the many educational meetings recently held throughout Southern California.

"Different causes have contributed to this state of affairs. One of the chief is that, owing to the lack of supervisors, the subject seldom finds anyone to take its part. ANOTHER CAUSE IS THE VERY UNSATISFACTORY CONDITION OF OUR SCHOOLS AS REGARDS TEXT-BOOKS. WHILE MANY ADVANCES HAVE BEEN MADE IN OTHER BOOKS, CALIFORNIA IS STILL CONFINED TO A TEXT ADOPTED TEN YEARS AGO. As there is little hope of a betterment in this regard until the war is over, we have got to struggle along and develop methods independent of the regular text as far as this is possible."

Thus wrote Dr. H. W. Fairbanks, the well-known California geography specialist, in the January number of The Western Journal of Education.

A NEW GEOGRAPHY BY FRYE

Striking Points Which Differentiate This Geography From Others

History, Civics, and Industrial Information Correlated with Geography

We believe Frye's New Geography, Book One, is the first geography text to utilize history, civics, and industrial information in the teaching of geography as recommended in the report of the Committee on Social Studies of the N. E. A. (United States Bureau of Education) Bulletin No. 28 (1916).

Story Approach

For the first time in such a book the different topics of geography are approached through the story. A reading of pages 1, 57-60, 76, 81, and 179-180 will indicate the success of the author in handling the subject this way. Note how each story is purely geographical in its purpose. There is no extraneous matter, but by teaching geography as men have lived it and are living it the pupil's interest is maintained at highest pitch.

Industrial Motion Picture

A new feature of great value will be found in the different series of industrial pictures; for example, pages 90, 91, 98, 99, 104, 105, 124, and 125. Each series is practically a motion picture of the industries essential to life in the world at present. No other geographies ever taught by pictures the fundamental industries on which food, shelter, and clothing depend as does this book.

The book contains nearly 650 pictures and maps. These maps are based on a new color scheme and are the clearest and most beautiful of any textbook on geography.

War-Department Grouping

The grouping of the States in this book follows closely the industrial and climatic divisions of the country. It is essentially the grouping adopted by the War Department, which of all Government agencies relies most extensively on the country's industries.

Conservation of Energy

All Helps and Map Studies in this new book are so placed that the pupil does not need to turn a page for an answer. Note how completely each set of Map Studies gives the minimum essentials of locative geography. For example, see page 93. Note the full Index and the Pronouncing Word List. The two are separate and are adapted for use by pupils quite as much as by teachers.

Causal Geography

The older Frye books were the first to blaze the trail for causal geography—to show the interrelation between physical features and the life of the people. Frye's New Geography, Book One, also calls the child's reasoning power constantly into play.

Industry to the Front

The need of man for food, clothing, and shelter, and the way in which location, geographical formation, and climatic conditions affect these needs, is emphasized throughout.

Minimum Essentials

The book slights none of the great outstanding geographic factors and includes no details of minor importance. In a word, it presents interestingly and effectively the minimum essentials of geography.

Write the Publishers, **Ginn & Company, 20 Second Street, San Francisco,** if you are interested.

The Ancient Order of Mozurians

THE MOZURIANS

Our schooldom has its troubles. It was created into a world which was not constructed rightly to fit it. So much the worse for the world—as, in fact, it certainly has been. The world should be promptly made over.

* * *

Pigs and People

A pig always resists going in the direction he is driven even if he wants to go there. Men are the same. They resist compulsion as a matter of principle. Children are made of Adam's clay. Schooldom has never had a way of getting a thing done except by compulsion—and even then it doesn't often get the thing done.

"You're pig-headed," says the school to the pupil. "You never do as you are told."

"I ain't," says the pupil. "You're a pig yourself, or you'd do what I want you to do. I'm human, I am."

Well, whether man is made in the likeness of pig-nature or whether pigs are made in the likeness of man-nature is a matter for men and pigs to dispute. Anyhow, in this characteristic, both are alike, whichever it is that has the dishonor of historical precedence. Schooling by compulsion has always been hard sledding both for school and pupil and it has always been a matter of question, when schooling has landed the pupil's body at the end of the line, whether or not his mind has been left behind at some way station. This doubt is one of schooldom's troubles.

* * *

The Longs and Shorts

Children, as a rule, are born long in some things and short in other things. A very few are born long in all things, or short in all things, and none, or almost none, are born average in anything. But the school has been constructed exclusively for the average—a mythical product of the midwifery of figures. The pupils must be made over into the "average" or the school must shut them out as misfits, because being God-made they, forsooth, do not measure to the man-made "average" of the school's figures. This is another of schooldom's troubles—and a very serious and aggravating one it is.

Though the world's progress in civilization has been carried forward chiefly by its geniuses, the school has made no provision for the education of genius. It would seem this were the chief business of schools, for it has been the few geniuses the world has had who have done 95 per cent of the world's thinking and action. But the school ever has been a machine for averaging genius out of any one. It is its fundamental business to pinch off any deviation from the mean average. Upon the other hand, the deficiencies are equally neglected. If any pupil shows a shortage in a quality, the school has had no alternative except to goad him to the hopeless effort to do the impossible, and, though he be a genius in other lines, he must be shunted out for failure in the short quality. The pedant who invented schools must evidently have been a lunkhead with no ability to see beyond the limits of his own enfeebled intellect; as obviously, no genius pedant has ever existed to correct this folly.

As a consequence over half the pupils are being dumped off at way stations to wait the next yearly or half-yearly train. It is more important, schooldom affirms, that the school should run upon its schedule time than that the pupils should run upon theirs.

This is the worst trouble schooldom has. People criticise in consequence. But what can be done about it?

* * *

Time Again

And speaking of time calls to mind other difficulties with this trouble-making factor. We measure school progress not in efficiency, but with few exceptions, in time. Pupils are promoted by grade in number computation and graduate from the eighth grade not appreciably more accurate than in the fifth. If they had been measured by accuracy in the fifth, the time of the sixth, seventh and eighth could have been omitted and saved, obviously. They were not promoted from the fifth upon accuracy but upon time spent. So also with written language, spelling and writing—they are promoted upon time spent in the pursuit. The measure of progress could not have been ability to do—evidently it is the time spent in going through the course, not upon standards attained. Otherwise they would be four times as capable at the end of the eighth as at the beginning of the fifth—which they are not. They spend two or three years studying grammar, in order to write and speak the English language correctly, but are not appreciably nearer the goal than when they commenced. Why measure in time, if it is not a true measure?

* * *

And Still More Time

Several of the school administrators are now greatly perturbed of mind to know how they are to get more time into the school day. During the past few years several new subjects have been added in order "to enrich" the curriculum—agriculture, raffia, vocational guidance, prevocational guidance, physical education, etc. And then some older subjects are demanding more time—music, art, science, etc. Nothing, however, is being dropped or pruned. What can be done?

To the conventional school mind only one thing to be done is visible—get more clock time per day, run the schools until 4:00 o'clock or later. Of course, there is another way to go at the matter, but it first raises the question why it is the schools use so much clock time. There are evidently at least three contributing causes:

1. While we have been increasing clock time to enrich the course we have not pruned out dead, obsolete, unnecessary limbs.
2. We have never dared to question the soundness of that cornerstone of schooldom—uniformity of course for all pupils regardless of native talent, individual need, or relative values. If pupils took subjects for which they had ability, need or value and omitted or took to a limited degree those for which they had no native ability to a profitable degree, or real need, the time of each pupil would be lessened, perhaps very largely.
3. We have never recognized in schooldom that translucent principle of horsedom—that a horse goes faster (i. e. saves time) when he goes toward a bale of hay than when he is being driven away from it, or tangent to it. If the school should recognize this principle, and forthwith use the dynamism in every human soul for doing with vigor that for which he has talent or use, enormous saving of time would be accomplished. The saving in the cost of whips alone would maintain half the school system.

* * *

Why Not?

But these three means of saving are beyond the pale because uniformity is schooldom's ancient shibboleth. But why, some truculent, pig-headed human may insist, cannot the school system be thus fundamentally changed? Why cannot the system by which we attempt to educate be shaped to fit the pupil whom we attempt to educate?

We have landed upon dangerous ground. It is not safe for a school master to answer this question frankly. To do so leads to radicalism or even innovation. Radicalism and innovation are necessarily taboo in schooldom. There are sound reasons why this is so, to-wit: We may, with impunity, question a fact, a contention based upon scientific data, or even a truth which is demonstrable. With these we may be radical and make innovations even recklessly. But no one can, with impunity, question a belief resting upon religion, tradition, custom or hearsay. History is strung with the piked heads of martyrs who have tried.

Now, the principles and practices of schooldom rest, not upon science, nor upon demonstrable truths, but upon beliefs—beliefs of tradition, of ancient custom, of hearsay. These must not be questioned. Did you ever see, or hear of a successful schoolman who was an innovator? Are those who are now fat and famous in our midst, radicals? Fame and fatness come alone to them in schooldom who defend the faith, who support what is. Until the principles and practices of schooling cease to be beliefs and are made to rest upon facts, Radicals, Bolsheviki, Innovators and Inventors are verboten in schooldom.

And now I think I have given very convincing as well as practical reasons why it is that a school system, originally conceived in vital error, remains unchanged. To a radical, the solution might appear as simple as the creation according to Genesis. It would seem to an innovator that all a school superintendent has to do with his dilemmas is wave his official wand and say "Let there be sense, sanity and cerebration in schooldom," and forthwith there are. But the superintendents look at these piked heads and do no wand-waving to invite further innovations such as these.

The Ways of Wise Men

Nevertheless innovating things have been done, even in conservative schooldom to a certain extent—not undermining the foundations of sacred uniformity, the pig-driving process of teaching, nor time measurement of progress. Of course not, but innovations have been made by building hastily over-night new additions in the form of extenuating circumstances upon the old foundations. When they are rubbed down quickly with lampblack and ochre in turpentine, after the manner of our best modern manufacturers of antique furniture, their newness is not noticeable. It requires a quick turn of the wrist and a cherubic twist of facial expression. It can be done because it has been done.

J. W. MyClymonds of Oakland has been a past master in this form of black art pro bono publico. J. W. was an innovator—within the limits. He never tampered with our schooldom's fundamental supports, but within the field of matters irrelevant and immaterial to these fundamentals he was a Bolshevik. Yet no one knew it. So perfect was his art that his right hand never knew what his left hand was doing. For nearly a quarter of a century J. W. kept the Oakland school department moving upon an even keel, well in advance of anything in western schooldom, and yet without a ripple in public view, to distinguish it from a painted ship upon a painted ocean. And he would be running it yet except—but that is another story. Even Adam took a header upon the unexpected injection of a woman into his Eden; and a woman upon the school board was no less a disconcerting catastrophe in J. W.'s scheme than it was in Adam's. It was a high compliment that some night-prowling jester paid to J. W. Some advertising firm had plastered the billboards of Oakland with the question, "What's the smoothest thing in Oakland?" intending to add in a week or so, "Smith's Hand-Rubbed Furniture." But it was forestalled by the jester who wrote "J. W. McClymonds." All Oakland laughed, as the world always laughs at truth. But J. W.'s smoothness was all used for the benefit of improving Oakland's schools. No mule was ever safe in Oakland if in J. W.'s judgment his raw ribs were of use to Oakland's school department.

Then there is Charley Hughes, formerly of Alameda, now of Sacramento. Who ever heard of Hughes being charged with innovation? Yet he has remodeled Sacramento's schools (except the foundations and supporting pillars) and has invented and introduced a system of operation which in principle and under another name rent New York's mayoralty election—there were street riots about it. There were no riots in Sacramento streets, be it noted. Hughes wears rubber heels, speaks when he is spoken to, and thinks when others are talking. It is a significant fact that when the cities of Cleveland and Oakland were currying the entire country with a fine-tooth comb for a new superintendent, Hughes was one of the finally simmered three in each case. But in neither case was he the final one, because forsooth, so rumor avers, the Order of Camouflage would not recommend him as a hot-air generator for public rostrum work. Well, perhaps true. But this seems blackly base ingratitude, for Hughes has ever given the Society's spielers free opportunity upon his own rostrums. Et tu, Brute! Now, they say, New York is casting covetous eey upon Hughes because he is safe, sane—and silent!

Then over in Alameda today is a natty little man who carries his gloves correctly in his left hand, and is so proper that the ballet girls of the billboards blushingly drop their skirts while he passes; and so transparently unpretentious that he casts no shadow when, by inad-

vertent calamity, he finds himself in the limelight. As a designer of school methods for practical purposes C. J. Dufour has no superior in the State and not more than three equals. He builds courses of study. He does his sawing and shaping in a sound-proof underground cellar at night. When he brings them out the pieces are so neatly and precisely fitted that his building in public is like the building of Solomon's temple—no sound of the hammer has ever been heard. The other day he raised vigorous protest in a superintendents' conference against a carelessly uttered phrase which seemed to imply that school superintendents have authority or impulse to make innovations in the school courses! Far be it from Superintendent C. J. DuFour to make such noisy pretense! If ever Alemadea becomes widely unveiled as the most radically modern, as well as the most efficiently managed school system upon the western shore, this natty little man will shift his unworn gloves from his left to his right hand and deprecatingly exclaim, "Shake not thy gory locks at me. Thou canst not say I did it."

Then, do you remember the case of Frank Bunker—Bunker of Berkeley? He was selected by a progressive Board of Education to put Berkeley upon the educational map. And Bunker did it—there was never any question about this as a fact. He ran true to form and produced precisely the results the progressive Board sought in securing him. In his your-year term he rattled the dry bones of tradition as they never before had been rattled, introduced innovations and upset methods. But there was one innovation he introduced which proved one too many—**he told the people what he was doing.** He called parents' meetings and laid before them his plan. He talked matters out from the rostrum, in the press and in letters to the public. He exposed to pitiless logic the folly of popular educational beliefs and traditions; he ripped customs up the back, and he asked the people's co-operation! Did the intelligent public of those classic shades rise to the occasion? Wow! They rose, but not to express grateful appreciation. What a ferocious fight that was, my countrymen. Never in the history of Berkeley was there its like when that progressive Board, which had elected Bunker, sought themselves to be re-elected. It was a triumphant defeat.

There was never a dereliction of duty charged against Bunker. No one disputed the logical rightness of his innovations. No material issue of policy, politics or other visible complaint was ever raised. None of the attackers ever explained intelligibly why he was so chokingly ferocious. It is a mystery to this day—except to those who knew, or then learned, that no one can safely trifle with people's absurd, indefensible, baseless beliefs concerning education and its processes. Among primitive men it was lawful for a man to do about as he pleased if he were strong enough. He might rob his neighbor, beat his wives, sell his children, get drunk and stay drunk as long as he listed, or run hari-kari. But there was one thing which would bring the entire tribe to their feet for vengeance. This was **to laugh at the tribal totem-pole.** Modern man has the same regard for his totems.

Now note. Mr. Bunker's successor has not torn out his predecessor's innovations; he has maintained them undisturbed and he has added some of his own, **but he has not informed the public of these facts.** A quiet, soft-spoken, lovable man is Superintendent James, with kindly good will to all and with malevolence toward none—most especially none toward the educational notions of his people. A waggish high school boy once tried to stump him with this test of his universal goodwill: "Mr. James, is there any good in the devil?" And Mr. James merely blinked as he replied after a pause, "Son, I think we could all profit by emulating Satan's pertinacity."

* * *

Hae Fabulae Docent

These touching tales teach the extremities to which administrators of schools are forced in order to keep the paint upon schooldom and to putty up surface cracks. These living pictures, taken thus at random, should be sufficient answer to any truculent critic who unwisely wonders why our school administrators do not use dynamite in order to remove the obvious obstructions in schooling. When our school administrators find it necessary, in order to keep up current repairs of the roof, to wait for a moonless night, to wear a mask, and to carry a dark lantern and sound muffler, it is superfluous to ask why they do not go into the basement and attack the foundations of schooldom with dynamite!

These foundations are not things one can reason about; they are the beliefs, totems, and heirlooms of the race's traditions. Moreover they are closely guarded by the Sacred Society of Purveyors of Poppycock and Pedantry, ever ready to ring the alarm and call the populace to vengeance. The society stands guard night and day to see that no sacreligious hand is laid upon the great cornerstone of Absolute Uniformity of schooling for all pupils without exception, and regardless of native talents or deficiencies. Yonder is the great pier of "faculty" training supporting the dogmas that school mathematics gives us our only guarantee of reasoning power, that Latin paradigms inculcate cultural intelligence, that grammar is necessary to correct written or oral speech; that history and literature train the faculty of memory, that science is chiefly useful to train the faculty of observation, etc. Beyond is the great Schoolmaster's Rod, symbol of external force, as the sole motivator of the learning process and touchingly immortalized by Mr. Dooley thusly, "It makes no difference what study it is ye study provided ye hate it enough." Upon the wall is the great clock Regulator which sets the fixed time each and all pupils shall spend upon each subject, even before the pupils are born.

A proper consideration of these facts gives both pause and poise. It at once produces that fierce radicalism in the debating societies and that gentle conservatism in action which characterizes our great educator series. It is all well enough for Mr. Cox to pursue studies upon "Promotion and Retardation of Pupils," provided he reasons in a harmless circle and arrives at the safe and scholarly conclusion that pupils are retarded because they are not promoted often enough. But if Mr. Cox follows his investigations in a straight line far enough, he will bump squarely into the cornerstone of **uniformity for all pupils** in rates of progress, in subjects, and in "average" ability. Since children, **by nature,** do vary widely in these matters, any artificial standard uniformity for all, which the school arbitrarily imposes, must result in the retardations, lack of interest, resistance which no superficial camouflagery ever can allay. Therefore, go slow, Mr. Cox. There is danger ahead. Remember Pandora. If you do as your preceding investigators have done you will draw up a neat little report, frilled with funny figures, and file it among the archives. But if you reveal truth and proceed to the only effective action—destruction of uniformity—the dogs of war will be let loose. The alarm will be sounded by the Purveyors of Poppycock and Pedantry and the populace will rise to defend an ancient and cherished belief.

And let the Sage of Marin be more cautious hereafter in revealing the fundamental truth that pupils' report cards mark not pupils, but the follies of the course of study; let him remember it is pedagogic treason to draw administrative attention to the fact that the school courses do not fit the pupils.

Put away that fierce hammer, Mr. Shiels of Los Angeles—that blow you struck at arithmetic in your new course of study by cutting out "sticker" problems shook the fundamental pillar of faculty training; those "sticker" problems were put into arithmetic to train the faculty of reasoning. The Society for Purveying Poppycock has a clear case against you, and all your prominent citizens will rise to a man and swear they reached prominence solely by virtue of those stickers.

Forget not the story of Bunker. Go to J. W. McClymonds, learn of his ways and be wise! It is all right enough to carry around with you a putty knife, a paint brush and even a tack hammer to use upon unessentials. Keep up a diverting racket upon the saving grace of raffia work, the pragmatic possibilities puissant in adolescence, pubescence and prepubescence; beat upon the tom-toms of prevocational guidance; sound upon the great bazoo the wonders of schoolmarm-taught agriculture by farming window boxes. Apply the Binet tests and create a furore by showing the enormous differences in pupils' native intelligence, but let the matter end there, for to carry conclusions into action means violation of uniformity. Raise a hullabaloo about physical education, examine every child, record neatly upon cards the defects of each from a twisted spine to a disordered liver or optic strabismus and then line them up and give all, **uniformly,** the same exercises according to the divine law of uniformity. These harmless diversions, officially authorized by the Ancient Order of Camouflagery, give the appearance of progressiveness; if you are unduly conscientious they offer good cover to carry out any surface repairs and reforms you may think necessary. **But keep your reforming activities out of the basement.**

* * *

Nevertheless

And yet, obviously—let it be not overlooked—no substantial relief from schooldom's real troubles can possibly come until this basement is invaded and the untrue foundations are replaced by others which are true.

The purpose of this lesson has been to point out this fact, and to show the dilemma of our administrators who see the truth and also the futility of much of our pettifogging "progressiveness."

What would really happen:

If the school administrators proceeded to tear out the cornerstone of uniform courses and to lay a new cornerstone which would give to each pupil the course fit, suitable and best for that individual.

If they would substitute for methods of teaching upon the pig-driving principle, conditions in the school which would set loose the dynamic forces of personal ambition.

If they would abolish the systems of measuring progress **by the time spent in going through productless tasks** and put attention only upon results; if they would provide means whereby any pupils with a native talent should be given free and unlimited means of making that talent productive in the highest degree for the benefit of the world

And, finally, if these school administrators should look manifest truth in the face, turn their backs upon the past and lifting themselves upon their toes strike one powerful blow upon the solar plexus of the dogma of faculty training; then, before recovery is possible, to draw their scalpels and cut away every vestige of the fearful affliction as it now affects arithmetic, grammar, history, science, Latin, foreign language teaching, literature, etc., even if half the elementary school and all the high school must be reconstructed in consequence.

Can any one superintendent, however wise and however brave, conquer the situation single-handed? **Certainly not.**

Can the thing be done by a unity of school officials **without** the consent of the people? **Certainly not.**

Then, can it be done by the administrative forces, as a united body, backed by an informed public intelligence? **LET US TRY IT.**

(The foregoing is merely prefatory. The truthful James who writes this column is leading up to something. The something will appear in later issues.—Editor.)

CHIPS AND TIPS

Twins are human rhymes, but they make an awful discord at times.

* * *

Reason is the pilot, caution is the rudder.

* * *

A toast: Our friends criticise us, our enemies advertise us—here's to our friends, the enemy.

* * *

One of the greatest misfortunes of being dead is the over-zealous laudation of foolish friends.

* * *

There is always a path along the banks of a stream; even lovers of nature go with the current.

* * *

The one who creates, builds, is the true workingman, rather than the one who does the routine labor.

* * *

Why is it always thought a mortal offense to a good woman to tell her she is not pretty? A good woman may be as ugly as sin.

* * *

Cast your bread upon the waters; the fish will eat it, you will eat the fish—and so it will return to you after many days.

* * *

"You cannot spend too much time whetting up tools," said one in speaking of education. "No—but you can whet until you grind the edge off!" was the apt reply.

RICHARD LEW DAWSON.

Department of Geography

A MOVE FOR A BETTER UNDERSTANDING OF THE RELATIONS EXISTING BETWEEN GEOGRAPHY, NATURE STUDY AND SCIENCE IN THE SCHOOLS OF CALIFORNIA

By Dr. H. W. Fairbanks

At the recent meeting of the Bay Section of the California Teachers' Association the initiative was taken by the science people under the leadership of Mr. G. C. Barton, head of the Science Department of the Berkeley High School, in asking for the appointment of a joint committee from the sections of Nature Study, Science and Geography, for the purpose of making an exhaustive study of the present status of science in the schools.

Mr. Barton gave as one of the reasons for joint action on the part of the sections mentioned that although nature study, science and geography have in part a common air, yet in the meetings of the Bay Section as well as in actual school work, each is carried on without regard to its relation to the others, thus producing more or less confusion and duplication.

It would appear that this is a wise move, and if carried out in a broad spirit must result in an important gain for all three, and especially for the subject of geography.

Everyone who feels the deep importance of geography in the curriculum of not only the elementary school but also the intermediate and high school, and has kept track of recent tendencies, cannot help but be pained at the gradual and quiet crowding out of geography from the high schools over the country by the subject of general science. In spite of the fact that many educators of deep insight have criticized this tendency, yet it has continued to go on. To-day geography has disappeared from most high schools.

The aggressive people behind general science are asking for its introduction into the intermediate school and the upper grades of the elementary school. With more or less of a conflict already existing between geography and history which in some cases has resulted in a limitation of the time given to geography, this coming request of general science for a place in the grades, although in itself perhaps entirely justifiable, is under the present existing conditions bound to still further compete with geography.

The fundamental conceptions of geography, its bounds and limits, must be made clear or we shall have other misguided people follow G. Stanley Hall in saying that geography is a hodge-podge of all the sciences, and could be better split up and its materials placed under their appropriate subjects.

The science people do not understand what geography is. The geography teachers themselves are utterly at sea as to where geography ends and where nature study or science begins. Then, too, the science people do not always understand the point of view of the true nature study teacher and what should constitute the proper relation between these two subjects.

It seems self-evident that the first thing for the above mentioned committee to do, before taking up a study of actual conditions in the schools is, if possible, to arrive at some agreement among themselves as to the nature and bounds of each of the three subjects under discussion. If this is not done, or if it is not possible to do it, then will the work of the committee be largely in vain.

When a geography teacher on the committee speaks of his subject the science members will not know precisely what he means unless there has been first established a common understanding. For there is no use denying the fact that the term geography means very different things to different people. If there is going to be harmony between geography and science so that each may occupy its proper place in the curriculum without crowding the other, there must be an agreement as to what constitutes geography. In regard to the definition of science there is much less confusion.

There can be no question that much that has been included in our geography course does not constitute true geography. This fact is well shown in all the newer geographies. Civics, history, science, industry, have been taught to a greater or less extent with geography. The geography has often been lost sight of in these foreign subjects.

The work of the committee should clear up much of this confusion. Geography should be confined to its proper sphere. But the conclusion should not be drawn from the above statement that such a procedure will result in any way in lessening the importance of geography or of reducing the time which should be given to it in the schools. It is, on the contrary, the only procedure through which geography can really come into its own.

Geography will never obtain the respect that it deserves until its bounds are made clear and distinct, and the extraneous matter taken out. There should be room for both geography, science and nature study in the schools. The nature study and geography in the lower grades should not be separated. Later, geography should branch off and the nature study point of view give place to science. There is, however, no longer room for a conglomerate geography made up of a little of everything that we have not been thus far able to place elsewhere.

If the committee can succeed in defining the part which each of these subjects should play in a properly arranged course of study, it will have accomplished a great and worthy thing.

* * *

NEW DEFINITION OF GEOGRAPHY

The Old Geography Defined

Geography is the science which treats of the earth as the home of man. The methods of the old geography were almost wholly descriptive. It lacked a unifying idea and its boundaries were hazy and indistinct.

Modern Geography Defined

Modern geography is defined essentially the same as the old, but the ideas of cause and effect as essential factors have steadily grown in importance.

Modern geography places less emphasis upon mere statements of facts about the earth, and more upon the relation existing between these facts or phenomena, but it exhibits little more unity or coherence in the subject matter than did the old geography. Owing to the lack of the proper point of view the inner unity existing between the commonly accepted materials of geography is not fully seen.

The New Geography Defined

The new concept of the subject does not admit that enumeration of these facts about the earth constitutes true geography. Facts thus presented are held to be mere matters of information.

The new view holds that there are no facts or phenomena which belong exclusively in the domain of geography. The subject has, therefore, a different basis from all other branches of learning except philosophy.

The study of nature shows that no fact or phenomenon exists by itself independent of others.

All facts or phenomena can be viewed from two standpoints:

1. Every phenomenon may be studied from the point of view of its own inherent properties, for which purpose it is isolated as far as possible from its associations. Analysis thus gives us the method of approach to the different sciences.

2. Every phenomenon may be studied from the point of view of the relationship which exists between it and other phenomena. This synthetic study of phenomena as they occur in nature offers the only true approach to the rational study of geography.

The standpoint from which we view a fact determines, then, whether or not it should be included in a geographic discussion.

The isolation of any phenomenon for the purpose of study takes it out of its natural environment or relationship. This causes its geographic aspect to disappear and it becomes material for one of the other sciences.

The new geography is, then, an attempt to explain the phenomena of the material world in their natural settings or relations; that is, as they actually occur.

Since all phenomena of the physical world are more or less mutually conditioned, working together to make the world as we know it, and while in this relationship have a different significance than when isolated, we may consider the world as an **organism** with functioning parts.

The full significance of an organism can be fully understood only when it is alive and its parts are performing their natural functions. When it is destroyed and its parts are separated it ceases to be an organism. From this analogy we derive the conclusion that geography is the study of the world as a **living organism.**

Since the materials of geography include all phenomena in their **natural or world relations,** we may define geography as that branch of science which seeks to understand the world as a living organism.

TWO NEW ORGANIZATIONS

Two very noteworthy events have taken place since January 1. The city superintendents of Los Angeles and nearby cities have formed an organization. Similarly the city and county superintendents of the San Francisco bay region have organized. The purpose of these organizations seems to be the same though as yet they have no formal relationship. This purpose may be best expressed by the statement in the constitution of the bay association, as follows:

1. To put into operation administrative and supervisory measures for the development of curriculums which shall be based upon the fundamental principle of individual differences of children; to simplify the courses of study in the public schools; to cut out all obsolete, unnecessary, impracticable elements in subjects taught; to abandon attempts to teach, by existing methods, materials which past experience has unquestionably shown the schools have failed to teach to a profitable degree; to substitute other methods for existing methods which are proved by experience to be effective.

2. To reduce to the lowest possible minimum the essentials of content, of promotion, and of grading subjects, without which pupils are not permitted to enter upon courses of wider opportunity peculiarly useful, profitable and suitable to them; and to provide means by which pupils may reach such fields of opportunities easily, expeditiously and effectively.

3. To put into operation established and proven means of measuring progress; to deal effectively with retardation by removing the causes which induce it in so far as the schools can reach the problem; to determine by investigation the proper number of pupils per classroom.

4. To establish in the various schools represented by this organization, greater uniformity of subject matter, grading and system of promotion within such limits as uniformity is obviously legitimate and profitable, but to provide free and unhampered opportunity for non-uniformity in all matters in which uniformity is not necessary, not legitimate and not desirable.

5. To serve as an adjusting body to curb the prevalent tendency to develop unduly particular departments of subjects of the school system to the injury of other subjects or departments, and to submit all important issues, now too frequently left to the biased judgment of specialists, to the balanced decision of an administrative body which shall take into the field of vision the complete area of education.

6. To strip the decks of our school system in preparation for the battle of the new education which must come "after the war." To this end we need to begin now to clear away all superfluous impediments, all useless cargoes of subject material, all round-about methods, for, in the new world school, education must be a forerunner, not a laggard, in civilization's forces.

7. To put into action such other measures, in harmony with the above, which from time to time may be adopted by this association.

8. To co-operate and unite with other organizations with similar purposes, throughout the State or Nation, and vigorously pursue action through all official, legislative, civic and social avenues.

It is reported that similar organizations are projected in and about San Jose, Fresno, Chico, San Diego and possibly Eureka. Committees upon the reduction of arithmetic, grammar and of other subjects; upon retardature, promotions, etc., are already at work. The intention of these organizations is not to extend the field of debating societies, but to put into action what is already admitted, agreed upon and ready for action. Whatever is debatable and in intelligent dispute will be deferred. E. Morris Cox is president of the bay association and Ernest C. Moore is directing the destinies of the southern association.

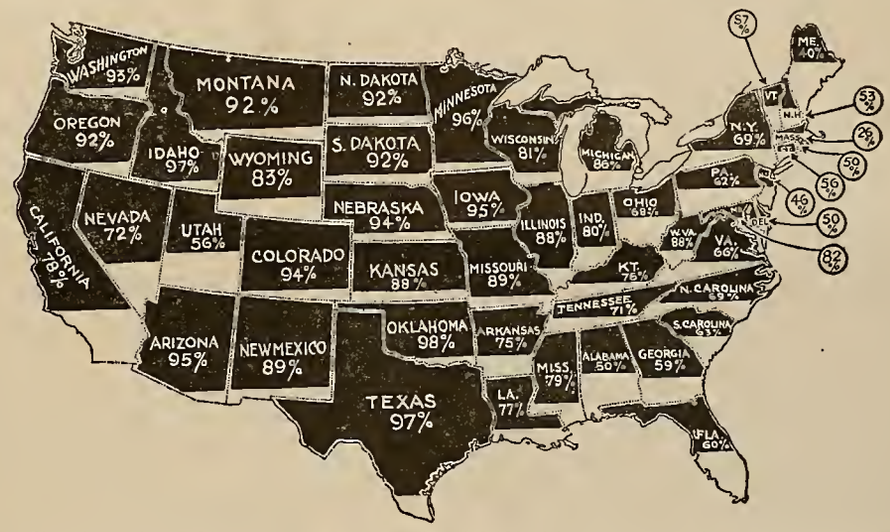
appointed committees as follows:

1. The Course of Study in Arithmetic, particularly in reference to the cutting out of all obsolete, unnecessary and impracticable elements.

Superintendent Davidson, San Rafael, chairman; Mrs. Spencer, Rochambeau school, San Francisco; G. G. Hurt, Mill Valley; Mr. Heche, Alameda; D. R. Jones, San Rafael; Miss Mary Ward, San Francisco Normal.

Gregg Shorthand in the High Schools

The percentage of cities and towns in each State whose high schools teach Gregg Shorthand exclusively is indicated by the dark areas and figures; all other systems combined, white.



Shorthand is taught in the high schools of 2,899 cities and towns in the United States. Of these 2,171 (or 75%) are teaching Gregg Shorthand; 331 (or 11%), Benn Pitman; 101 (or 4%), Isaac Pitman; 66 (or 2%), Graham; 32 (or 1%), Munson; all other systems combined, 198 (or 7%).

The leadership of Gregg Shorthand in the private schools is even greater—more than 85% of these schools are teaching the system.

Gregg Shorthand has displaced some other system—Pitman Shorthand for the most part—in practically all of these schools. Moreover, wherever it is introduced into a new school or takes the place of some other system in an established school—it stays.

These facts are of vital importance for the reason that they show conclusively that the educational authorities of the country, in overwhelming majority, consider Gregg Shorthand better than any other system.

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2. The Courses of Study in Formal Grammar from the same point of view.

Mr. Boulware, San Francisco Normal, chairman; Miss Bertha Roberts, Jefferson school, San Francisco; Miss Elsie Cotter, Oakland.

3. The Time Allotment to the Various Subjects in the School Curriculum, including special subjects and a study of courses in these special subjects in so far as they relate to the time allotment, and also a study of the length of the school day.

Superintendent C. J. DuFour, Alameda, chairman; Mr. Hamilton, Berkeley; Superintendent De Bell, San Francisco; Mr. Kottinger, Oakland; Mr. Paden, Alameda.

4. The Problem of Promotions and Retardations, including a study of minimum standards for promotion, particularly the minimum standards for promotion to the seventh grade in departmental and intermediate schools.

Superintendent Cox, chairman; R. D. Faulkner, San Francisco; Virgil Dixon, Oakland; A. S. Colton, Oakland.

5. What Shall Be the Range of the Evening School Courses of Study?

Superintendent L. B. Avery, Oakland, chairman; Paul Evans, Alameda; Mr. Hennessey, Berkeley; Dr. Anna Nicholson, San Francisco.

6. Changes in Education Owing to the War Conditions.

Superintendent A. J. Cloud, San Francisco, chairman; W. J. Cooper, Oakland; C. E. Rugh, University of California.

7. Courses of Study in Penmanship.

Superintendent Helms, Richmond, chairman; Miss Smith, Hancock school, San Francisco; W. E. Moore, Oakland; Professor Sears, Stanford; W. S. Stone, Mill Valley; Miss Myrtle Palmer, Richmond.

8. Purposes of High School Courses of Study. Dr. W. W. Kemp, University of California, chairman.

Each committee is expected first to prepare as definite and specific a statement of purpose or purposes as possible and present the same to this association for discussion. After an agreement has been reached as to purposes, it is hoped that a very specific course of study will be drafted by each committee dealing with course of study problems.

* * *

BACK TO CALIFORNIA

(Sung to tune of "Come to California"; words and music by Leila France.)

Let us all our voices raise,
Let us sing a song of praise
Of our boys so strong and brave
Who have gone a land to save.

REFRAIN

They have gone from every station,
Rich and poor, yet one and all
For the honor of our Nation,
They have answered to their country's call.

CHORUS

California, back to California,
From the land across the sea;
California, home to California,
Singing songs of victory.

2.

When the Victory is won
And the noble work is done,
Then the day, the day of joys,
When we welcome home our boys.

DR. SCHENKOFSKY
Author of "A Summer with Union Men"

Many young people of today expect financial help to gain a high school or college education, but occasionally we hear of those who independently accomplish this worthy task. And yet fewer are those who finish an education and at the same time get a start in life in a financial way. To this latter class belongs Henry Schenofsky, Ph. D. Born in Marion county, Kansas, he started out a little late to get high school and college training, taking nothing with him from home but his father's rather persistent disapproval of his plans. In a few years he had finished the high school and part of college and had besides paid for eighty acres of good Kansas land, which he then farmed for a year and a half.

He then went to Columbus, Ohio, and was engaged in city mission and prison reform work for three years, also doing study at the Ohio State University. This work led up to further study and travel and in the spring of 1910 Dr. Schenofsky sailed for Europe, where he especially studied prison and social conditions in Ireland, Scotland, England, Holland, Germany, Belgium and France.

Dr. Schenofsky came, with his family, to California in 1912. He was pastor of the South Berkeley Baptist church for a time and has also completed his education since coming to this State. In 1916 he returned to Ohio on a visit, coming west by the southern route and crossing the trenches into Old Mexico. Last summer he made a trip in the opposite direction and visited Seattle, a unique city in a unique State. Several months were spent in the Northwest in getting real facts and experiences in present-day labor problems. (Some of his experiences he has given in a book called "A Summer with the Union Men."

* * *

SCHOOL NEWS

Principal E. E. Brownell of Gilroy has taken an active interest in the organization of a new section, called the Central Coast Section, of the C. T. A.

The general committee of teachers from the four counties, appointed by the county superintendents, met at Santa Cruz January 12, 1918. They accepted the report of the committee on constitution, made some necessary changes in the proposed constitution, and then adopted it. The new section was named the Central Coast Section of the California Teachers' Association. Temporary officers were needed to carry on the work till the first general meeting. The following were chosen:

Officers: President, E. E. Brownell, Gilroy; vice-president, C. M. Osenbaugh, San Jose; secretary, G. A. Bond, Santa Cruz; Treasurer, J. H. Graves, Monterey.

Grade Teachers' Clubs

By Selina Burston

The Grade Teachers' page is published to promote the welfare of the elementary school; to cultivate a closer feeling of fellowship; to discuss fairly, freely and truthfully all questions which may be of interest to teachers and to the community at large, and to use its influence and its columns to bring the general public to a realization of the value—educational, cultural and moral—of the grade teachers to the community. "The teacher is the school."

* * *

A TOAST TO THE FLAG

Here's to the Red of it—
There's not a thread of it,
No, nor a shred of it
In all the spread of it
From foot to head,
But heroes bled for it,
Faced steel and lead for it,
Bathing it red.

Here's to the White of it—
Thrilled by the sight of it,
Who knows the right of it
But feels the might of it
Through day and night;
Womanhood's care for it
Made manhood dare for it;
Purity's pray'r for it
Kept it so white.

Here's to the Blue of it—
Heavenly view of it,
Star-spangled hue of it,
Honesty's due of it,
Constant and true;
Here's to the whole of it,
Stars, stripes and pole of it,
Here's to the soul of it,
Red, White and Blue.
—New Britain Herald.

* * *

BORROWINGS

Always remember this all your life: A man is never defeated until the very last gun is fired; and even if he is defeated he is not beaten, provided he has done the very best he could, and never lost heart.

* * *

Somewhere beneath the stars there is something that you alone were meant to do. Never rest until you have found out what it is.—John A. Brashear.

* * *

Do little things now; so shall big things come to thee by and by asking to be done.—Persian Proverb.

* * *

The value of your teaching is not the information you have put into the mind, but the interest you have awakened.—G. Stanley Hall.

* * *

Howe'er the tide of battle roll,
There bides what none can burn or raze—
That Flemish spirit of old days,
The ageless freedom of the soul.
—David Starr Jordan.

* * *

Surely there is no truer saying than this, "In union there is strength."

Teachers as a body have been slow to see the benefits to be derived from organization, but there is an awakening that is very gratifying to those who have had foresight enough to launch such organizations as the Grade Teachers' Association, the School Women's Clubs, and other such bodies. Teachers have begun to feel the need of united, organized effort to raise the standard of the teaching profession by securing such conditions as are essential to the best professional service.

Each new club formed aids in the endeavor to gain proper legislation for our schools, and for the advancement of the interests of class-room teachers, for it is only by coming in actual contact with legislative methods that we can gain the knowledge which will equip us for future success.

Each club that has a **legislative** committee can work in conjunction with the legislative committees of all the other clubs and thus help to put through good bills, or help prevent the passage of vicious ones. When some educational measure that requires hasty action is proposed, each legislative committee can use its influence with the Senator or Assemblyman of its district and present the arguments for or against the measure to them, so they can look at it from the standpoint of the teacher.

In this way we are getting the co-operation of thousands of teachers.

We know that elementary teachers compose over 80 per cent of the teaching force and yet we have the smallest representation on all **advisory councils.** On our C. T. A. Council there are thirty-six members, and three of these represent the elementary teachers. We must work for far greater representation, for who knows the problems of the elementary teachers better than they themselves? Much loss and waste would be avoided if teachers were consulted on text-books, courses of study, and the policies which they are expected to carry out.

There is the **tenure of office** question. Tenure of office would render the teacher's position more secure and independent and at the same time not protect or encourage incompetency.

The solution of this problem is being eagerly sought and we believe that teachers alone can solve it satisfactorily.

Exchange of teachers between States would tend to raise standards in localities and help to nationalize education in America. For already the thought is taking root and growing that the Federal Government should expend some of its vast financial resources on the education of its future citizens. All this is looking toward the establishment of a Department of Education.

A number of clubs have representation on **boards of education.** Mr. L. R. Alderman, superintendent of Schools of Portland, Ore., says: "The teacher is the biggest element in educational work, and when the teacher and the board come together to talk things over, we have a condition that makes for the most efficient work."

Of much interest and benefit, also, are the questions of sabbatical year, maximum enrollment, minimum salary, the unit system, and the pension and retirement salary.

These are some of the questions of most importance before us today. We must tackle them together. We must organize new clubs and strengthen those we already have in order to settle these vital questions in a way that will make for all-round improved school conditions.

New occasions teach new duties,
Time makes ancient good uncouth;
They must upward still and onward
Who would keep abreast with truth.
—James Russell Lowell.

MISS RUTH KILHAM,
Alameda, Cal.

(Read before Elementary Section, C. T. A., March 27.)

* * *

DOCTOR KEMP HONORED

Dr. W. N. Kemp of the department of education of the University of California has just been appointed a member of the Board of Education of the city of Berkeley. He has been chosen to fill the unexpired term of Professor William B. Herms, who has resigned to accept a commission as captain of the Sanitary Corps of the Army, and who is now stationed at Fort Sam Houston, Texas.

Dr. Kemp is one of the group of able men whom Dr. A. F. Lange has gathered about him in the College of Education at the University. He is an authority on school administration. It was Dr. Kemp's survey in Oakland which resulted in enlarging the powers of the superintendent in all educational matters. He is now engaged in a similar work in connection with the schools of San Francisco. Those who know Dr. Kemp will watch with interest to see how he carries his theories into practice in the schools of Berkeley.

Dr. Kemp has lectured at a number of institutes and other educational meetings in California.

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THE ANNUAL MEETING OF THE CALIFORNIA FEDERATION OF SCHOOL WOMEN'S CLUBS—HOTEL OAKLAND—MARCH 26

The big ballroom of the Hotel Oakland was crowded to overflowing at the annual meeting of the California Federation of the School Women's Clubs. Places were laid for five hundred and twenty. Fully two hundred applications for reservations were refused through lack of space.

The Oakland members of the Oakland School Women's Clubs were the hostesses of the day. Miss Henrietta Johnson, assisted by a large reception committee of Oakland, Alameda, Berkeley and San Francisco women, received the visiting guests.

President Anna Keefe, who presided at the luncheon, introduced the first speaker promptly at two o'clock.

Seven enthusiastic local speakers, each with a splendid message, furnished the first half of the program.

Mrs. Katherine Edson, of the Industrial Welfare Commission, spoke of what that commission has accomplished in raising the wage of women and children in industry, and establishing a ten-dollar minimum wage in many lines of work.

Miss Lillian Palmer, manager of the Hand Wrought Metal Shop of San Francisco, brought home to us some of the lines in which girls should be educated to meet the needs of business and made us feel that education is a mighty thing when it has for its purpose the improvement of human beings.

A cordial invitation was extended by Miss Cora Williams, of the Institute of Creative Education, Berkeley, to visit her school in Thousand Oaks on the following day, March 27, from four to six. Many new things in education are being initiated in this school. Miss Williams' topic for the day was "The Larger Motherhood."

Mrs. George Short of the Federated Mothers' Club, in her usual animated way, told of the aims of her big organization, urging the co-operation of teachers and mothers. The Oakland School Women's Club can certainly bear witness to what can be accomplished when the organizations of school women and mothers work together.

Miss Nell Findley of Oakland was the next speaker. Miss Findley spent last year in the Hawaiian Islands, and gave a graphic account of her experiences there.

The Junior Red Cross, to which every school woman in the country has pledged her support, has as its western representative Mrs. H. A. Kluegel. Mrs. Kluegel's plea was: "Make the Junior Red Cross membership in California 100 per cent of our school children, and keep before our young people the banner of the Red Cross which stands for make—save—serve."

The Four Minute Men of San Francisco, forty strong, were represented by one of their three women speakers, Miss Margaret Morgan, who showed us what a "Four Minute Man" can do.

The second part of the program was an address on "The Moonlight Schools of Kentucky," by Mrs. Cora Wilson Stewart.

Mrs. Stewart told in detail the work which she and her associates have undertaken and accomplished in abolishing illiteracy in their State. Carried along by Mrs. Stewart's enthusiasm and magnetic personality, every woman in the room felt that she must do her part in making Kentucky's slogan ours—1920, no illiteracy.

In addition to Mrs. Stewart and the other speakers of the day the following prominent women were guests of the Federation: Mrs. Agnes Ray and Dr. M. S. McNaught of the State Board of Education, Fred M. Hunter, Mrs. Lewis B. Avery and Miss Margaret Ogden of Oakland, and Miss Maud Murchie, State Director of Normal training for Home Economics' Teachers.

* * *

BUSINESS MEETING OF CALIFORNIA FEDERATION OF SCHOOL WOMEN'S CLUBS, MARCH 26, 1918

The annual business meeting of the California Federation of School Women's Clubs was called at 4:00 o'clock March 26, 1918, at Hotel Oakland, President Anna Keefe presiding. Minutes of the previous annual meeting were read by the secretary and approved as read.

The following committee chairmen were called upon for reports:

Miss Gertrude Livingstone of the publicity committee reported on her work in editing pages of the Western Journal of Education and Sierra News and urged that all federation members contribute articles representative of federation work throughout the State.

Miss Murray, chairman of the year book committee, gave as her report the finished product—the year book—which was distributed to federation members.

Delegates from the various clubs reported on the work of their respective clubs. All the club work has been chiefly along patriotic lines—Red Cross work, Junior Red Cross organizations, etc.

Mrs. O'Neill reported for the Sacramento Club;

Miss Kimball, the San Jose High School Club;

Miss Mame Russell reported that 99 per cent of the Fresno teachers are members of this wide-awake club;

Mrs. Fitzgerald represented the Kate Kennedy Club of San Francisco;

Miss Kilham, the Alameda Club;

Miss Haley, the San Mateo Club;

Miss Howe, the Normal Club of San Jose. Miss Howe also reported on the good work of the San Jose School Women's Club, both in the Red Cross work and in sponsoring a series of Sunday concerts which have proved a great success.

Mrs. Fratis of the Oakland Club told of the co-operation of this club with the Mothers' Clubs, and of the work of this club in founding a day nursery.

The legislative committee offered no report, Miss Rice, the chairman, being absent.

Moved by Miss Howe, seconded by Mrs. Fratis, that all the expenses of the federation luncheon, the $50 toward Mrs. Cora Wilson Stewart's expenses to the C. T. A., the year book expenses of $83.30, and the legislative committee chairman's trip to Sacramento, $8.90, be paid. Carried.

Moved by Miss Murray, seconded by Miss Gay, that the federation adopt as its official seal the one which appears on the year book. Carried.

A resolution was introduced by Miss Murray, seconded by Miss Kilham: In view of the fact that our individual clubs are trying to be of service in their communities and are often much hindered by their lack of funds, that an amendment be made to the constitution that the yearly per capita tax be reduced from 10 cents to 5 cents.

After much discussion on this matter, upon roll call of delegates the resolution was carried, 23 to 9.

Miss Emily Craig was then called upon to make a report on the work her committee has done toward starting a National Federation of School Women's Clubs.

Moved by Mrs. Partridge, seconded by Miss Howe: The committee in charge of this matter be retained with full power to proceed with the work it has begun this year. Carried.

The resolutions committee through its chairman, Miss Howe, offered the following resolutions:

Resolved, That we extend a vote of thanks to the committee in charge of the luncheon for their untiring efforts in making it a success, and

Resolved, Also, that a vote of appreciation be extended Miss Anna Keefe, president of the club, for her devoted service in securing for us the unusually fine speakers of the afternoon.

Resolved, That the California Federation of School Women's Clubs reaffirms its belief in the great principles of democracy as expressed by the President of the United States in his various papers and addresses, and that as an aggregate of clubs and as individual members we pledge our heartiest support to those principles and the inculcation of them into the minds and hearts of the children of California.

Resolved, That we pledge our utmost endeavor to the Red Cross and to bring the Junior Red Cross of California to 100 per cent. membership and work.

Resolved, That we recognize in the California Council of Education a responsible body deeply concerned in measures to further the cause of education in this state, and that we pledge to it our coöperation and support. Moved by Mrs. Fitzgerald, seconded by Mrs. Fredrich, that these resolutions be adopted. Carried.

The matter of League of Teachers' luncheon alternating with Federation was discussed. In view of the fact that the League of Grade Teachers, Bay Section, gave up their plans for a luncheon program and heartily supported the Federation luncheon and program, attention was called to the fact that the Federation might make arrangements during another year to alternate with the Grade Teachers' Association in its luncheon program. No action was taken.

The Nominating Committee, Mrs. Fitz-Gerald, chairman, offered the following report:

President, Miss Margaret C. Burke, San Francisco; Vice-President, Mrs. Alta Rowe, Sacramento; Secretary, Miss Elsie Northrup, San Mateo; Treasurer, Miss Nellie Jacobson, Oakland; Auditors, Miss Alice McInnes, Stockton, and Miss Ruth A. Kilham, Alameda. Other board members: Miss Hanna Bynon, Fresno; Miss Agnes Howe, San Jose.

Moved and seconded: This report be adopted, and the Secretary cast the ballot for the candidates. Carried.

Discussion followed on the importance of the Federation. It was the concensus of opinion that this Federation should be a mighty power in the state for moulding public opinion and that we as women should take a larger part in the work of the C. T. A.

Miss Burke, the new President, was introduced and received with applause by those present.

Adjournment.

CORA E. HAMPEL, Secretary.

The Sacramento School Women's Club held a meeting recently in the Assembly Room of the State Capitol.

In response to a request from Sutter, Fruitridge, Marshall and John Muir schools the club did Red Cross work. Surgical bandage work, as well as knitting, was done.

During the evening a list was circulated asking the members to furnish sweaters for the Sacramento Braves who have volunteered for immediate overseas service. This met with hearty response and soon a sufficient number was promised.

The regular March meeting of the Sacramento School Women's Club was held in the sewing room of the High School annex. East Sacramento, Elmhurst, Riverside and Watson schools had asked the club to meet and sew for the Belgian Relief Society. About 50 members came and spent several hours sewing on wrappers and skirts. Quite a little work was accomplished and everyone enjoyed the work.

ELIZABETH M. CARLAW, Secretary.

TEACHERS WANTED

$100 to $150 MONTH

All teachers should try the U. S. Government examinations constantly being held throughout the entire country. Thousands of positions are to be filled at from $1,100 to $1,800; have short hours and annual vacations, with full pay. Those interested should write immediately to Franklin Institute, Dept. O263, Rochester, N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions open and giving many sample examination questions, which will be sent free of charge.

The Teachers' Association of San Francisco

The executive directory of the Teachers' Association met on March 18th, Mr. A. Altmann presiding. The advisory committee through Mr. Altmann reported that the Superintendent of Schools had found it impossible to give the association a half day at the Teachers' Institute, as had been requested. To take the place of this a luncheon was planned for April 2 at the Palace Hotel, the theme of which will be "loyalty"—loyalty to our profession—loyalty to our institutions—loyalty to our country.

Miss Alice Power was appointed chairman of the luncheon committee, the officers of the association assisting.

Miss E. E. Kelly cited several cases of teachers who have been excluded from school because they have contracted measles or other contagious diseases from their pupils. Miss Kelly made a plea for the payment of all or any part of such teachers' salaries during their enforced absence from their duties. The salary committee has already taken up this matter with the members of the Board of Education, who see the injustice, but cannot remedy the matter at present, as there is no surplus money.

The question of securing club-rooms having been postponed from a former meeting, it was decided to postpone the matter indefinitely. In these war-time days the money is needed for things more vital even than club-rooms.

A communication was sent from the Girls' High school, asking that all collections through the San Francisco school department in future be taken up through the Teachers' Association, or in such a way that the officers of the association be cognizant of the proceedings.

On motion of Miss Duffy it was agreed unanimously that this body, representative of the Teachers' Association, endorse all war activities of the teachers of the San Francisco school department.

A committee of fifteen will be appointed and take charge of the Third Liberty Loan among the teachers of the department.

The treasurer reported: Cash on hand, $442.94.

* * *

LUNCHEON

An event unique in the history of the San Francisco school department was the great "get-together" luncheon of the Teachers' Associations at the Palace hotel, Tuesday, April 2.

It has been said that the teachers of San Francisco never get together on any subject, but this luncheon belied this statement. The teachers—six hundred of them—all that the largest dining-room in the city can accommodate, not only came together, but enjoyed every minute of their stay, so that one does not have to be a prophet or the daughter of a prophet to foresee that a luncheon under the management of the Teachers' Association during institute week is going to be an annual affair.

At the head of the table were seated the officers of the association, the guests, Superintendent Roncovieri, School Directors Miss Regan, Miss Jones, Dr. D'Ancona, Deputy Superintendent Cloud, and the members of the executive directory. Behind a bank of rainbow-colored hyacinths sat President Altmann, whose dream of an association of San Francisco teachers had come true. In a cheery little speech he welcomed the teachers and made all feel as if they were members of one overgrown happy family.

Short, sharp, patriotic after-dinner speeches were given by the presidents of the various clubs: Miss Anna G. Duffy, president of the Council of School Women, representing the women principals, vice-principals and high school teachers; Miss Elizabeth E. Kelly, president of the Kate Kennedy Club, closed with this beautiful creed:

"I am an American. I believe in the dignity of labor, the sanctity of the home and the high destiny of Democracy.

"Courage is my birthright, justice my ideal, and faith in humanity my guiding star.

"By the sacrifice of those who suffered that I might live, who died that America might endure, I pledge my life to my country, and to the liberation of mankind."

Miss Louisa F. McDermott, representing the Grade Teachers' Association.

Mrs. Marjorie Stuart, president of the Teachers' Annuity and Retirement Association, made an eloquent plea for every member of the school department, who has not already done so, to join the association.

Miss Virginia Heath, president of the Yerba Buena Club, told of the successful work of her club, along educational and social lines.

Mme. C. R. Pechin, spoke from the heart of the society which is nearest and dearest to her, the Teachers' Mutual Aid Society, whose president was prevented by illness from being present.

Mr. A. J. Cloud, the popular president of the Men Teachers' Club, expressed his pleasure at being presented as a teacher, not as a deputy superintendent.

Superintendent Roncovieri, Dr. D'Ancona, Miss Regan and Miss Jones spoke most eloquently, their themes, the great trend of the times—patriotic service. Could Uncle Sam have known the "spell-binders" that the Teachers' Association harbored that day he would have spirited them away to "boost for Liberty bonds" in less favored localities.

The wave of enthusiasm rolled high when president Altmann read the names of the following brave young men and women teachers who have entered the service:

Alexander Craven, Lowell High—2nd Lieutenant Coast Artillery.

E. J. Cummings, Lowell High—Student Aviation Corps.

Eugene F. Carmichael, Hamilton Intermediate—Student at Camp McArthur Aviation School.

Monica Clary, Domestic Science—American Red Cross; en route to France (dietitian).

Edward B. DsGroot, Physical Education and Playground Director—1st Lieutenant U. S. A., Athletic Dept.

Tone R. Gray, Humboldt Evening High School—Ensign Naval Auxiliary Service.

Dorothy Gerberding, Rincon School — American Red Cross; serving in France (dietitian).

David P. Hardy, Polytechnic igh—Captain Coast AArtillery.

H. E. Harris, Humboldt Evening High—Captain Aviation Corps.

Willis O. Hunter, Polytechnic High—Naval Reserve; training for Ensign.

Duke A. Lovell, Washington Evening—Quartermaster Department.

Stella Lombard, Sub-Normal Class—American Red Cross; en route to France.

George C. Lorbeer, High School of Commerce—Navy.

William S. Marvin, Mission High—1st Lieutenant Aviation Corps.

Raymond McGlynn, Evening High School of Commerce—Naval Reserve; training for Ensign.

J. Boyd Oliver, High School of Commerce—1st Lieutenant; Anti-Aircraft Artillery Service.

Courtenay Overin, Lowell High—Naval Reserve; Training for Ensign.

Eustace M. Peixotto, Physical Education—2nd Lieutenant, U. S. A.

Laurence Helene Pechin, High School of Commerce—Telephone Branch Signal Corps (transmits messages in different languages).

Thaddeus Stevens, Department of Manual Training—Wireless Signal Corps.

John J. Taylor, Hamilton Evening—U. S. Army.

James R. Watson, Polytechnic High—Captain Quartermaster Corps.

And Miss Patton.

To this list are added the names of Miss Lucky of the Bay School, and Mr. Johns of the Girls' High school, whose call to the colors came after they had made reservations for the luncheon.

Every teacher stood at "attention" and every name was cheered at President Altmann read the roll of honor, and the rafters rang as the six hundred, led by Miss Estelle Carpenter, sang "Over There."

A minor note was touched as Dr. Blanchard noted the absence of our well-beloved Deputy Superintendent Heaton, whose long-continued illness prevented his attendance. A toast in his honor was proposed by Dr. Blanchard and the secretary was requested to send a note expressing the regret of the association at not being able to greet him in person.

The patriotic war songs and the "Star Spangled Banner" brought to a close this first birthday party of the Teachers' Association of San Francisco.

FRANCES A. C. MOONEY,
Secretary.

HAVE Healthy, Strong, Beautiful Eyes Oculists and Physicians used Murine Eye Remedy many years before it was offered as a Domestic Eye Medicine. Murine is Still Compounded by Our Physicians and guaranteed by them as a Reliable Relief for Eyes that Need Care. Try it in your Eyes and in Baby's Eyes—No Smarting—Just Eye Comfort. Buy Murine of your Druggist—accept no Substitute, and if interested write for Book of the Eye Free. **MURINE EYE REMEDY COMPANY, Chicago, Ill.**

RECONSTRUCTION

Edited by Ednah Aiken

AMERICANIZATION OR ORGANIZATION FOR DEMOCRACY

We are in the throes today of our intermittent educational revolt, and our astonishment thereat is as naive as though the dissatisfaction had not been periodic for the last two thousand years. We appear to discount the history of education. We speak of our dilemma as though it were distinctly a modern discontent.

Whereas, between the two poles of interpretation of the word "education" the pendulum of opinion has long and solemnly swung; towards education as culture, or accomplishment, then back to the belief in it as a preparation for living—a life-preserver, in fact. The second interpretation, obviously the natural one; the method of primitive peoples who train their children, or allow them to train themselves in the habits of the tribe, by imitation, by play, and later by serious apprenticeship.

As soon, however, as groups or nations reach the stage of record keeping, the training inevitably crystallizes. The pendulum swings wide towards the other pole. Education becomes static. Habit, ancestor worship and aristocracy enslaving it; making it a thing of dogma and of routine.

Hard for the pendulum to swing free again! Habit makes it easier to do the thing that has been done before, even though the realization may be there that education should be eternally progressive. Ancestor worship finds heterodox the suggestion that studies which availed a grandfather may not be completely effectual for the grandchildren. While until comparatively modern days, aristocracy has claimed a monopoly of education. Even the glorious record of Athens is marred by a submission to the doctrine that education was not necessary for artisan or slave that it is a luxury, a way to train taste; an avenue to monopolistic joys.

The Way of the Tribe

Revolutionaries, men with a larger vision, from Aristotle down to Froebel, have striven to lead us back to the way of the tribe. And their disciples at once made dogma of their teachings. For the culture idea is inspiring, and hero or ancestor worship makes it irresistible. We hear educators brave enough to say that education should march if not abreast with the times, at least in step, and very little to the rear, and we see them keeping it by example static, or out of time. It requires courage for an educational expert to say that wisdom is to be found among primitive peoples. He may say it, as an affectation of cleverness, but the attempt to lead a flock back to tribe methods would subtract at once from his own culture. And as virtue to a virgin is culture to an educator. Hence few Columbuses among them. Covering two thousand years, only three or four such found tugging at the spellbound pendulum.

But a belief in democracy restores at once to education its meaning as a preparation for playing the game called life. Public safety, if democracy be genuine, rests on public intelligence. The monopolistic interpretation of education becomes obviously a national menace. So genuine is our belief that ignorance is a State menace that we bestir ourselves to make compulsory education laws, without disturbing ourselves to inquire what brand is the article we have made compulsory. Proudly we call our public schools the foundation of government, and never concern ourselves about the quality of bricks whereof the foundation is made. And yet the test is open to any dilettante. Any one can make it by examining the product in use, outside the factory; or by entering therein, if the information be worth the trouble of a visit, can discover why the product seems to have been indifferently made.

Outside the factory, ignorant and corrupt legislators, ineffectual administrators, and more significant than the inefficiency of men in office, a distaste among educated men for such offices, for the science we term, now in derision, "politics." Inside the factory, disturbing statistics! Children leaving school in droves from every grade. Such a serious percentage never reaching the high schools and universities that these institutions cannot be considered as anything but the luxury of the lucky maintained by the taxes of the poor. Certainly not to be counted as a significant part of the foundation of government, these higher schools, until the percentage of patronage is radically increased. So that any serious survey of schools as a governmental asset must confine itself to the elementary grades.

A Challenging Axiom

We like to say, from school platforms, that what we wish to have in the Nation we must first put into the schools of that Nation. Arranged conversely, the axiom becomes an uncomfortable challenge. Are we willing to have, only, in our Nation the harvest of the training of the elementary schools? Reading, writing, arithmetic, geography, history, with a little civics given as an unrelated course in the eighth grade, the grade which a saddening percentage never reaches? What does compulsory education connote? What does it mean, the foundation of government? Our bricks being made without straw! Indicted, the elders by those youngsters who drop out of school because "they are not getting anything they need outside."

A few decades ago Prussia put the axiom thus conversely to herself, as a deliberate challenge. What did she want to put into the brand new nation, not yet welded? She was surrounded by jealous, hostile States. Hers the task to make a nation of them, and loyal to herself as the inspired leader. She proceeded to put Organization, nationalism, into her course of study. She taught, and drilled there the idea of service to the State, and had waiting without the school-doors for the young sceptics, benefits to citizens no other nation yet offered. We may resent the result, or the ideal, the belief in the State as the superman, but Germany taught us a supreme lesson—the significance of the school as a factor of government, the way "to put things into a nation."

When we cry for "Americanization for the alien," might we not profitably inquire if it is being "applied," or drilled into our own, our native-born? Have we not the right to ask if the teachers know that they are supposed to be administering Americanization, or organizing their pupils towards the achieving of the American ideal? Or if the pupils themselves are completely aware of their civil conscription and their resultant obligation of service to the State? Else they are being turned out as graft stuff—expense to the taxpayers and no profit to their country. "Civics in the eighth grade?" Yes, but suppose the percentage grows larger which never reaches the eighth grade? The boy or girl who escapes from the sixth or the seventh allowed to get his or her lessoning in politics or Americanization from whatever brand of Bolsheviki which may gather them in!

A few years ago a personal questionnaire was pursued, of boys and girls leaving the eighth and seventh grades. Why were they in school? Who sent them? And who was it who kept them there? Why was it compulsory? And what the object of it all, this thing that the poorest have to pay for as the most important responsibility of the adult? Only one pupil realized the romance of civil, public-school conscription, and he but dimly. He knew that he was a conscript to something, and he had a slender vision of his obligation to the State; and acknowledged that he owed his superior information to the Y. M. C. A.

Bricks Without Straw

Is it at all surprising that our children do not realize the meaning of their conscription when the educators, and parents are so inert? The war has started us into making a sleepy comparison of our young civil army of the schools with that other swelling army of conscious and consciously prepared conscripts. We are uncomfortably aware that the boys in khaki are not being put in a room and told about things which they are going to be able, miraculously, to do later on. They are being shown how to do them. They are not being told of organized service. They are being drilled in organized service. And we would register complaints against the inefficiency of government if they were not so drilled. Why do we not demand that our younger soldiers be drilled in the service they should later on render to their State and Nation? Any teacher will tell you why not. First, "because there is really nothing for the youngsters to do;" and later, he will add, that "teachers have no time to see that the children do things." And so we have learned our secret of the brick factory; that our teachers are not executives; that they are not expected to be executives; that they are expected to teach; to talk about the things which are to be done.

Our khakied soldiers are given institutional guarantees—but it is easier to drop to sleep again when we reach the subject of guarantees! Scorned the Bolsheviki, but they put into their brave platform institutional guarantees for the little school conscripts. It took a Bolshevik to see that if you conscript a lad, you must not expect results from an under-nourished body, or a scantily clothed spine.

A well-known educator has recently called our attention to the fact that our educational institution is one of the few today which depends on an external force of motivation. The windjammer has given place on the seas to the ship which generates within herself her own motive power. The analogy is carried to religion and government, both until recently impelled by power from without. But education is still a windjammer. It is still being blown by inherited opinions, and a good deal of pedagogic dust is being carried by the wind!

The Home Dynamo

Many another educator is crying for the home dynamo, for the motivating force which may be found equal to the impelling of our school army towards the ardor of the older soldier. Much experimenting is being done along this line, both good and futile. But nothing will be fundamentally vital until the plan is made national, uniform. We require a scheme which will give variety to the lip-talk that the free schools are the foundation of government; a plan which will put politics into the school, which will make civics a course that begins the day of entering school and ends not even on the day of graduation; a plan of Americanization which proves Americanization to be something more than nationalism; the goal rather of a nation built on the ideal of internationalism. We have before us a job larger than was Prussia's, and bigger with inspiration and idealism. The work of the "land of vision;" of the "melting pot."

Our boys in khaki are going forth to make a world safe for democracy. Our unkhakied girls and boys might fittingly today be mobilized into a splendid second line of defense, their slogan: To make democracy safe for the world. The motivating power ready to be generated within the institution, once the profound significance of compulsory education be realized. Plenty of jobs to do and to be learning how to do should we attempt with a deep national consciousness to make democracy safe. Making it safe means Americanization; it means a study of American ideals and a constant drill in their practice; it implies the ounce of prevention, the White Cross of preventive mercy, as well as the assuaging Red Cross; it entails a reorganization of the Scout idea into a Child's Crusade against civic danger, the act of organized service as well as the sporadic act of kindness; it connotes order in concert, and cleanliness and vigilance and control in concert; it means, really means that united we stand and divided we fall; it means brotherhood; it means the conscious building of the land Isaiah visioned; it means the impulse towards a genuine Christianity.

See America first, is the cry of the promoter. We might adapt the phrase: Americanization first for our own. Amerizanization first, for our native-born!

(Address given before the California State Teachers' Association, Oakland.)

* * *

CONGRESS OF MOTHERS

The annual convention of the Second District Congress of Mothers was held at the St. Francis hotel April 18 and 19, Mrs. C. R. Reilly presiding. Representatives from the clubs of the bay counties made a large and enthusiastic audience.

Among the notable speakers were: Mr. Fred M. Hunter, superintendent of the schools of Oakland, his subject, "War Problems for the

Schools;" Miss Bessie Wood, on "Child Labor;" Miss Kate Foley, who discussed "What the State Library Is Doing for the Blind;" Miss Gracier of the Polytech High school, on "Vocational Guidance," and Mrs. H. N. Rowell, treasurer of the National Congress of Mothers, and Dr. Jessie Russell, president of the State association.

Among those who gave short addresses were Mr. George Gallagher, president of the San Francisco Board of Education; Rev. Josiah Sibley; Mrs. A. M. Tomlinson, president of the San Francisco Congress of Mothers; Mrs. H. R. Pierce, of the Santa Cruz Federation. Those contributing to the musical part of the program were: Miss Estelle Carpenter, Mrs. Fred W. Laufer, Mrs. R. D. Rees, Miss Beatrice Becker, Mrs. Georgia Spelker, Mrs. C. F. L. Keithly and Mrs. David Hirschler.

Through the courtesy of the San Francisco Convention League an automobile tour of the city was enjoyed Thursday afternoon. This was followed by convention theatre parties, the members of the convention being the guests of the managers of the California and the New Fillmore street theatres.

* * *

The High School Principals' Convention met in Oakland on April 11, 12 and 13. Will C. Wood, Commissioner of Education, presided and in his annual address spoke with grace and power on "Democracy in the Schools." The "lobby," which always takes the initiative in creating public sentiment, was unanimous in its praise of the eloquence, grace and sound teaching of the address.

There was a full program, touching almost every sphere of educational work, and the resolutions, which represent the crystallization of the thought of the convention, provided in the way of recommendations that the State drop German from the courses of study, and a system of inspection and supervision be provided for private and parochial schools. The convention also requested that the University of California modify its entrance requirements of two years of German for the College of Chemistry.

For complete Amerizanization of the foreign element and to prevent the spread of doctrines inimical to America's interests the principals recommended national legislation making it necessary for foreigners to learn to speak and write English.

* * *

THE ROLPH JR., SCHOOL

Rolph is one of the most thriving shipbuilding towns in Northern California. Among the first things Mayor Rolph, Jr., of San Francisco noticed when there the first time was the hampered and limited conditions surrounding the school there. He saw at once the need of a new school house if he were to employ married men with families in his yard.

Today as a result of his optimism and generosity he has built and given to the people of Rolph one of the most up-to-date and best equipped school houses to be found in the State of California.

The dedication of this beautiful building, which took took place on February 22, was more than a dedication, because it was filled with many happy and graceful surprises.

The exercises opened with an address by Master Harvey Hansen, a youthful orator of the school. His address consisted of a welcome to Mayor Rolph and his guests, and a graceful acknowledgment of the handsome school building. This was followed by the dedication of the school by Mayor Rolph, Jr. The school children responded with an original song, "We Thank You, Mayor Rolph." The school was then accepted by District School Trustee George Cobb, followed by remarks by Superintendent of Schools George Underwood. The children then sang "Over There," which elicited much applause. Another graceful feature of the occasion was the presentation of flowers to Mrs. Rolph and the Misses Rolph by two maids and a youth of the school. This pretty ceremony was followed by the raising of the flag by James Rolph III. The school children then gave the flag salute and the ceremonies closed with the singing of the "Star Spangled Banner" by the school. The last ad-

The Tree of Heaven

By MAY SINCLAIR

A new novel, a good story—and a timely one, too.

Pronounced by several critics as better than either "Mr. Britling Sees It Through" or "Christine."

The scheme, the root motive of the story, is a vindication of the present generation in England, the generation that was condemned as decadent and yet is enduring the ordeal of war with so great singleness of heart.

Step into your book store and examine the book, buy it and read one of the best novels of the spring.

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Includes the following:

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- Knowles' Oral English.
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- Allen's Review of English Grammar.
- Sandwick and Bacon's High School Word Book.
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Latin
- Moulton's Introductory Latin.
- Towle and Jenks' Caesar's Gallic War.

German
- Spanhoofd's Elementarbuch.
- Mosher-Jenney, Lern und Lesebuch.
- Zinnecker's Deutsch fur Anfanger.
- Manfred's Ein praktischer Anfang.
- Holzwarth's Gruss aus Deutschland.
- Wesselhoeft's German Composition.

Italian
- Bowen's Italian Reader.

French
- Fraser and Squair's French Grammar, Complete.
- Fraser and Squair's Shorter French Course.
- Fontaine's En France.
- Grandgent's Selections for French Composition.

Spanish
- Marion & Garennes, Lengua Castellana.
- Hills and Ford's First Spanish Course.
- Bransby's Spanish Reader.
- Nelson's Spanish American Reader.
- Whittem and Andrade's Spanish Commercial Correspondence.
- Waxman's A Trip to South America.

History
- Webster's Ancient History.
- Webster's Early European History.

Mathematics
- Wells & Hart's First Year Algebra.
- Wells & Hart's Second Course in Algebra.
- Wells & Hart's Geometry.
- Wells Complete Trigonometry.

Science
- Elhuff's General Science.
- Allen & Gilbert's Textbook in Botany.
- Walter's Principles of Health Control.
- Arey, Bryant, Clendenin and Morrey's Physiography.
- Coleman's Textbook of Physics.
- Newell's General Chemistry.

Business English
- Buhlig's Business English.
- Buhlig's First Year English.

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565 Market St. San Francisco

dress of the ceremony was made by George Gallagher, head of the San Francisco school department, and was a glowing tribute to Mr. Rolph's contribution to education.

Mrs. Rolph presented a beautiful picture of George Washington to the school, while the Misses Anetter and Georgina Rolph and Master James Rolph III each presented to the school a book of George Washington.

* * *

SUPERINTENDENT ALBEE OF EUREKA

Superintendent George B. Albee has just been re-elected for another term of four years at an increase of salary. We congratulate the board of education upon its good judgment in thus recognizing the work of a man who has built up in Eureka one of the best of the smaller city systems.

Since it lies out of the general line of travel and quite distant from the larger centers of activity, Eureka is not as well known as many of the other California cities. Its rapid development during recent years has not, therefore, been noted. The Government has, however, known of the resources of the city and the surrounding country and has made heavy calls upon it for lumber, dairy products and ships. No less than twenty-five large vessels are being built there under war contracts at the present time. The growth that has resulted from these activities has been reflected in the schools and has brought the usual perplexing problems to the superintendent.

During Mr. Albee's term many additions and improvements have been made both in the plant and in the course of study. A new high school building costing $150,000 has been erected. This is one of the best of the many attractive, modern and conveniently planned buildings designed for California by Wm. H. Weeks of San Francisco. It accommodates not only the high school of 500 students, but also the junior college, which was organized last fall. The old high school building has been completely remodeled for the benefit of the junior high school. Because of its central location this building has absorbed the seventh and eighth grades from all of the surrounding schools. The night school, too, has not been overlooked, as more than 500 residents will testify. Here are given numerous and varied courses, ranging from gymnastics and millinery to Spanish and constitutional history. One of the most interesting of these, a class for prospective citizens, has been conducted by Mr. Albee himself.

Notwithstanding his work in adding all of these modern furbelows to the system, Mr. Albee's real interest has been in the work of the grades. Here a special supervisor, Miss Lillian Hailman, has been employed for the primary department, and under her direction a high standard of work has been established, and a spirit of earnest effort and cheerful co-operation fostered among the teachers. The course for the upper grades has been enriched by the introduction of woodwork for boys and of cooking and sewing for girls.

Mr. Albee has shown rare ability in managing the finances of his department. The deferring of payments and the discounting of teachers' warrants have not been known in Eureka during his tenure. By wise forethought his department was ready to meet the shortage of funds caused by the loss of the poll tax. By watchful economy and wise spending a balance has been left to the credit of the board of education at the close of each school year.

The Eureka schools are up to date. But the zeal over the introduction of the new things has never overshadowed the interest of the management in the older ones that have been established. The department as a whole is a credit to the city, and deserves the support of every citizen.

* * *

"Pacific History Stories," written for the pupils of the fifth, sixth and seventh grades, contains romantic, but truthful stories of Balboa, Magellan, Drake, Cabrillo, Portola, The Missions, The Bear Flag Republic, the Admission of California into the Union, Discovery of the Rocky Mountains, Donner Party, the Indians, Discovery of Gold, Panama Canal, The Pioneers, The Fire of 1906, Historical Landmarks, the pronunciation and definition of hundreds of Spanish names, etc. Written by Harr Wagner, Harr Wagner Publishing Co.; price, $1. Ready for delivery May 15.

* * *

"A Summer with Union Men," by Henry Schenkofsky, Ph. D. An interesting account of experiences with union men, written in a graceful style. Published by Harr Wagner Publishing Co. Price $1. Send for a copy.

The author presents his experiences in a sincere and truthful way, and in beautiful English. It will take rank as a classic of its kind, and will do much to standardize public sentiment towards the human side of the labor problems. It is safe and sane for democracy.

"Literary California." On Wednesday evening, April 10, 1918, a large number of the literary people of California met at the Hotel St. Francis to honor the brilliant writer, Ella Sterling Mighels, who has been given by her thousands of admirers the title of "The First Historian of Literary California." Chas. Murdoch, the friend of Bret Harte and of the early writers of the West, presided. Joan London, daughter of Jack London, read an extract from her father's works. Miss Garoutte of the literary department of the State library, Mr. Weigle of the "Examiner" and the University of California, the children of the Ark-Cadian school, and many others took part. Mrs. Mighels read a part of the preface of her new book, "Literary California." Harr Wagner answered on behalf of his publishing company that arrangements had been made for the immediate publication of "Literary California." The book will contain portraits, extracts in prose and poetry of California writers. There will be 400 pages, size of title page 6½x4 inches; pre-publication price $2, thereafter $3. This work is pronounced by George Hamlin Fitch as being perhaps the most important literary achievement of any Californian. "Literary California" will be dedicated by permission to the Native Sons and Daughters of California. This work will contain rich material for teachers and pupils in school work.

HIGH SCHOOL TEXTBOOKS

Listed by the California State Board of Education, January, 1918

Gregg Shorthand Manual
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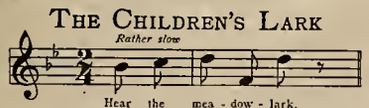

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THE
WESTERN JOURNAL OF EDUCATION

Vol. XXIV SAN FRANCISCO, MAY, 1918 No. 5

MEETINGS

Bay Section the California Teachers' Association: Wm. J. Cooper, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, F. H. Boren, Lindsay, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the Califnroia Teachers' Association; E. E. Brownell, Gilroy, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, Mrs. Agnes Ray, George W. Stone.

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EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
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Editorial

HIGHER SALARIES FOR GRADE TEACHERS

This Journal intends to make a forceful drive for an increase in the salaries of grade teachers. The candidates for Governor, for Superintendent of Public Instruction, for the Legislature, for Superintendent of Schools, for Supervisors, the School Trustees and taxpayers should be environed with the needs of the grade teachers. The salary of the grade teacher is pitifully small compared to other employes. The teacher is conscripted. She is in the service—in war service. The schools have been taken over by the War Department just as much as the railroads have. We have war education. Public sentiment is created through the schools.

While they do not need the Red Cross to help them, on the other hand we should not give them the double-cross. The grade teachers should have had an increase in their salaries before the war. This has been admitted by all. The initiative has not been taken with sufficient energy on the part of those who made sporadic efforts. The increased cost of living requires a wedge drive with a mighty force in the hammer so we can get results quickly, or not only the teachers but the children will suffer. Let us all help. Will you please write to the Journal what you have done towards increasing the grade teacher's salary, or what will you do?

"OFFICIAL BULLETIN: THURSDAY, APRIL 4, 1918"

School Boards Urged to Keep Up Standards of Teacher Efficiency

Commissioner Claxon, of the United States Bureau of Education, Department of the Interior, has issued the following circular letter addressed to all school boards and others who have to do with making the budgets for public schools:

"The cost of living has increased nearly 50 per cent since 1913, and approximately one-third since 1916. Since 1913 wholesale prices have increased as follows: FOOD, 85 per cent; CLOTHING, 106 per cent; FUEL, 53 per cent; DRUGS, 130 per cent; HOME-FURNISHING GOODS, 75 per cent.

"If the war continues, it may be expected that the cost of living will be higher next year and higher still the next. Prices for both skilled and unskilled labor have also increased, and large numbers of the better teachers of our schools in many cities and States have already resigned to enter other occupations at salaries or wages amounting to from 50 to 200 per cent more than they were paid as teachers.

"As a result, standards of efficiency in the schools are being lowered at a time when it is more important than ever before that they should not only not be lowered but should, on the contrary, be raised as rapidly as possible. Conditions which follow the war will demand a higher standard of general intelligence, industrial efficiency and civic knowledge and virtue than we have yet attained; and this can be had only through better education.

"This will mean increase in taxes; but it should be remembered that there are now just two things of supreme importance for us as a people—to win the war for freedom and democracy, and to prepare our children for life and citizenship in the new era which the war is bringing on. Let us spare no effort to accomplish both fully and well."

* * *

NOTES

Adequate funds for the increase of the elementary teachers' salaries must depend for 1918-1919 upon an increase in county school tax rate, or special district tax rate.

* * *

The teachers of the city of Los Angeles have asked for a raise of $200 per year increase on their salaries.

* * *

The San Francisco school department, through the Board of Education and its teachers, will endeavor to have the Board of Supervisors give more money for the schools, so that the salaries of the grade teachers may be raised.

* * *

Chicago is planning to raise the minimum salary of grade teachers from $1,100 to $1,155 and maximum from $2,860 to $3,003.

* * *

Fresno City has recently given all its grade teachers a substantial increase in salary.

* * *

SIGNS

The boy or girl—or group of boys or girls—who destroy signs along roads are lawless, and in these times of stress, disloyalty and lawlessness, against the government, or against the rights of a community, are treasonable. The State Automobile Association asks the teachers and Board of Education to teach the children to help preserve the signs that have cost thousands of dollars.

* * *

The literary critic is a pretender. The only real modern critic is the man who spends a nickel for the "Saturday Evening Post."

* * *

The drive for an increase in salaries for grade teachers is on. Help.

* * *

The National Educational Association will meet in Pittsburgh, Pa., June 30 to July 6.

The Red Cross Call

By PROF. W. H. CARRUTH
of Leland Stanford, Jr., University
Author of the famous poem, "Each in His Own Tongue"

If I could save their lives—
The twenty thousand who will die today,
With the same toll the next day and the next,
And every day of this great Year of Doom,
Swept to the void by battle's iron broom,
While Senates wrangle and captains map their drives,
And in green fields or cities far away,
We sleep and rise and eat and laugh and play
As if this were the same sweet earth
In which we had our birth—
I should not be perplext
If it were mine the word to say
To win the lords of earth to lay aside
Diplomacy and precedent and pride
And weigh the awful waste of you and me,
Who pay the debt and slip into the pit
And have no profit of the peace to be,
Nor even a vision of the hope of it;
If, by my word or action, I might hope
To stop the world from sliding down the slope
Into the bottomless abyss
That seethes with blood—
If by my Yes or No I could accomplish this,
God knows I would.

Yet this much I can do—
I can abide the thought of sudden death,
Even of thousands—'tis but loss of breath
And sleep that lasts the whole night through—
But that one mortal man should lie
Thirsting and throbbing while the hours go by,
Each a century of agony—
No help, no hand, no answer to his plea,
Hell heaping horrors on his helpless head,
While horrors swarm about his torture-bed—
That this should be increased ten thousandfold,
Day after frightful day, and I withhold,
Through my neglect, the help that might be given.
Should rob my nights of sleep and turn me cold
With shameful chill
Even though I slept in Heaven;
I cannot stop the slaughter, but what I can,
To ease the agony of a fellowman
And mitigate the misery
Of those who tread the threshing-floor for me,
God knows I will.

(From S. F. Examiner of May 20, 1918)

The city with plenty of money should not bid for the best teacher in another city. Education should show the spirit of co-operation, not competition.

* * *

The war activities are necessary. There is no written, nor spoken word nor action that can not be made for service in these critical times. The teachers must hold to the high standard, not of hysteria on one hand, nor to irritating criticism on the other, but to safe, sane and helpful service.

* * *

Have you read the Ancient Order of Mozurians in this issue? It is a good brain serum.

* * *

Teaching is certainly a profession. If it were a trade it would be better paid.

* * *

CALIFORNIA LITERATURE

George Wharton James holds up the torch of California literature. He is the master. His books, over twenty in number, are an accurate history of the beauty, the legends, the heroes and the resources of the greater West.

As a writer he rings true; as an orator he has the voice of a master. His lecture on California literature is a wonderful tribute to California's intellectual greatness. His address on Joaquin Miller is full of fire, anecdote, poetry and reminiscences of the picturesque "Poet of the Sierras." The school superintendents and teachers will find in his talks the opening of avenues to new types of information, and true records of California history.

George Wharton James has studied at first hand such subjects as the missions, California literature, Joaquin Miller, John Muir, Charles Warren Stoddard, Bret Harte and others. He has lectured in every State in the Union. He will be available this year in California.

His home is in Pasadena. If you want a few day talks and evening lectures that will interest all, write to him.

* * *

An Advisory Council for the Portland, Oregon, schools was organized two years ago, the membership consisting of two teachers from each of the elementary grades. Its work has been of such value that the membership has been enlarged this year, so that all the teaching force may be represented. The new membership consists of two representatives from each grade; one from each of the eight high schools; four from the principals; one from the senior teachers; one from the men supervisors; and one from the women supervisors, making 31 in all. The Advisory Council is constructed for the purpose of improving the service; and making the schools, as far as the teacher is concerned, as democratic as possible. This Council meets once a month with Superintendent L. R. Alderman. The members bring in from the bodies they represent matters that they wish considered.

* * *

STUDENT GOVERNMENT

All school men who are skeptical about the wisdom of trying student government or about the effectiveness of it, should visit the Technical High school, Oakland. The system may be found there at its best. The plan developed and put into operation by Principal P. M. Fisher is a model and one which wins the approbation of every visitor. The peculiar plan of that building, with its numerous entrances, its long and angular corridors and its many hidden stairways would test any system of discipline to the utmost. But one who witnesses the movement of the two thousand or more students through that building during a change of classes is held in wonder and admiration of the system that can produce such commendable results.

Southern California Section

Under Direction of
HERBERT F. CLARK
Teacher of History
Sentous Street Intermediate School
Los Angeles, Cal.

Editorial

AGRICULTURAL WORK BECOMING PROMINENT FACTOR

The present great crisis has centered the attention of the world upon the extreme necessity of making the soil of the earth produce its maximum output. Keen-sighted people saw this necessity even before the crisis came. They saw the waste that existed in vacant lots. They saw the waste in human energy, in people running here and there seeking wholesome outdoor experience and satisfaction arising from the fact that life in great cities was preventing children from coming in contact with the great principles of reproduction and development extant in plant life. They saw the artificiality that must come in human lives arising out of narrow streets, apartment houses, cheap shows, and limited experiences. They saw the fundamental fact of all existence, both plant and animal, that vital touch with and knowledge of the earth as the producer of all life is the only possibility of a perpetuity of the race.

Hence they initiated the agricultural movement, the back to the soil propaganda. They realized that there was no greater need, no more fertile soil for beginning this reconstructive process than in the public school. Agricultural departments have been established. Recognized places on school programs have been given and the movement seems to have a definite and promising permanent hold in school curricula.

Already the results have been remarkable. All over this country the waste places have been made to blossom with edible vegetation. Vacant, unsightly lots have been made into productive gardens. But greatest of all the results is the enriching of the city children's lives by the actual contact with the productive forces of nature. The next decade will see a wonderful development in this all-important phase of educational work.

* * *

A HISTORY EXAMINATION AND SOME POSSIBLE INTERPRETATIONS

On Wednesday, March 27, 1918, the Department of Research of the Los Angeles city school system gave a test to the A-8 and B-9 grades throughout the city in United States history. The examination consisted of eight questions of five divisions each, making forty points in all, and the time allotted was forty minutes. Each point was allowed a score of one and the pupil's grade consisted of the number of points scored correctly. This used as the numerator over forty reduced to per cent would give the pupil's grade in per cent.

The set of questions analyzed reveals the fact that the first five points consisted of connecting events with dates, such as 1620, 1492, 1776, 1861 and 1849; the second set consisted of connecting dates with important events, such as election of Washington as President, admission of California as a State, French driven from America, etc.; the third set consisted of giving reasons why certain events were important, such as Battle of Saratoga, Stamp Act, voyage of Magellan, etc.; the fourth set involved the association of certain men with certain events, as Declaration of Independence, Missouri Compromise, etc.; the fifth set called for the distinction in public services of John Cabot, Daniel Webster, Cyrus McCormick, James Garfield, Robert E. Lee; the sixth set was something like the fourth in that it called for associating some event with the name of some person, as Nathan Hale, Junipero Serra, Benjamin Franklin, Lafayette, Pershing; the seventh called for associating certain literary productions with historical events, such as the "Star Spangled Banner," "O Captain, My Captain," etc.; and the eighth called for defining the following terms: Carpet-baggers, Congress, Civil Service, Minute Men, Underground Railway.

It fell to my lot to give this test to 43 young people, 377 A-8's and 6 B-9's, the larger number of which I have been trying (note the emphasis on have been trying) to teach U. S. history for the past eight weeks. Since eight weeks is such a small portion of their history-study experience, I am seeking consolation from that fact, for the record those young people made was far from encouraging, if that sort of test is an indication of real, effective history teaching.

The median score for the 37 A-8's was 50 per cent, with the lowest grade being 10 per cent and the highest 80 per cent. It seems incredible that pupils could get into the A-8 grade in this day of abundant information and intensive teaching without knowing more than four or five of those historical facts. While going through the papers grading them, one wonders where those young people have been, what they have been hearing or reading and what their history work has been. If that sort of test is a criterion for effective work then our work as it is done is a failure, for certainly a 50 per cent median represents only one-half efficiency. But this is what might be called a purely informational test. It reminds one of the historical cards we used to play. A set of 50 cards, with 5 historical facts on each card, and a few evening games taught the whole family 250 historical facts, but without much learning on their historical significance or on the real historical attitude, or insight or historical ability of the players. Some such exercise as that would soon fit children to answer glibly the questions in the above examination. The question then arises as to what should be the aim, the content, the method in history teaching.

The aim of history teaching, as stated by the committee sending out the above examination questions, was as follows: "To secure an appreciation of present-day conditions through a consciousness of the forces which produce them, and to further the feeling of individual responsibility in perfecting our democracy."

From a philosophical point of view that is a fairly good statement, but evidently quite inconsistent with the tenor of the questions sent out. Suppose then we try to state an aim in more definite terms. "It is the purpose of history teaching to help children to comprehend the story of our country in its varied aspects such as political, economic, educational, institutional, industrial, and so forth; and as a concomitant effect upon them to develop within them a wholesome respect for, an intensive interest in, and a constructive attitude toward our fundamental American institutions."

Such an aim involves first an understanding of the story of our country. Whether the teacher reads, whether the children read it, whether the story is given orally, the fundamental requirement is that children understand it. It isn't a question, primarily, of how much or how long they will remember it. The question is, do they get the story historically, geographically. If the language of the text is mature in nature then it is up to the teacher to help them interpret it, not by reducing it to child language, or one-syllable words, but by doing dictionary work and sentence structure and building the child's vocabulary up to it. One of the best history tests that can be given is a set of ten words taken from the lesson, with the requirement that the sentences constructed shall indicate the meaning as used in the text.

The point there is that the teacher's aim should be to help children understand, comprehend the elemental story of our country, and that without much immediate concern as to how much of, or how long they will remember it.

This kind of work should be accompanied by considerable composition work, letting the children write the story in their own words as it is developed. This kind of work is far more profitable to them than the answering of examination questions. It involves their reconstruction and reproduction of the story in their own words. It develops their power of constructive expression.

The most profitable review work we ever did, we think, in history teaching, was to go back over the text with the children and trace through and put into composition form a history of the institution of slavery in the U. S., a history of the finances of the U. S., and a history of the relation of the States to each other and to the central government. This kind of work could be extended to include a history of education, a history of political parties, a history of the tariff question, and so forth. But where is such work as that involved in the set of questions as above indicated? It is a kind of work that shouldn't be tested. Children should be assigned certain tasks to do, and the quality of work they do at the time should be the basis of their grading, and it isn't up to the teacher, or anybody else, to determine the number of facts they remember of it. And children have a right to expect and demand that they be given a passing grade when they have done the required work and this without much concern as to how much of the material they handled was good or bad or how much of it stayed with them.

The greatest danger, as we see it, in a test such as that we are discussing is that it will drive teachers back into the discarded method of attempting to teach and interpret history by answering questions, naming dates, and so forth. Teachers will take the cue that this is what the authorities over them expect them to do and here they go chasing off into that old boneyard of dead dates and events. History can't be reduced to a mechanical analysis like arithmetic. You can't pick out a set of minimum essentials and say, learn these and you are a good student of history, or can interpret present events in the light of the past. Nor can you say, if you don't remember events and dates connected with them, that you are a poor student of history or are not able to correctly interpret present movements. The aim of teaching history is to develop a wholesome attitude toward the story of the past, and toward present conditions and this can best be done by holding closely all the time to the tremendously human phase of the story. In other words, the aim of teaching history is to develop a philosophy of life out of the events of the past, and any attempt to reduce the study to a mechanical, memory basis detracts from the realization of this aim.

* * *

FIREMAN'S TALK SUGGESTIVE OF PROFITABLE PLAN

In Los Angeles a plan has been in operation whereby a member of the fire department of the city has gone to the different schools and given talks to the children on the various phases of fire protection. Such a plan is to be commended. No department of the city appeals more to children than that for fire protection, but oftentimes they think of it as being a thing apart from them. But when a stalwart fireman dressed in uniform stands before them with his badge a-glittering, and explains to them the working of the system and appeals to them for their assistance, then the relationship becomes real and they feel that they and the fire department are in co-operation in protecting life and property in the city.

This suggests that it would be well to have a member of the police force do a similar thing in order that children may be made to feel that here also is need for co-operation. And so on throughout the various departments.

So much of our school work is based upon book knowledge and we do not touch the great sources of immediate interesting material all round about us. Our building may be in the very heart of a great throbbing city and yet we close our windows, open books and isolate ourselves into a time long gone, utterly neglectful of the opportunities surrounding us for the best kind of teaching.

ENLARGE THE POWERS OF COUNTY SUPERINTENDENTS

Does the State receive full value from the services of county school superintendents? If not, what are the reasons and how can they be overcome? A review of some of the powers and duties of the office may throw some light upon these questions.

The law requires that the superintendent shall visit every school in his county at least once each year. This duty is looked upon seriously by all superintendents; so seriously, in fact, that they devote the greater part of their time to it. Whenever it is possible, they visit their schools twice or even more times each year. A number have bought automobiles in order that they may be able to visit more frequently and with less loss of time between schools. This requirement of the law is performed conscientiously and consistently by quite all of the superintendents.

During these visits they are supposed to make a general survey of the conditions of the schools, both educational and physical. They observe the discipline and the methods of instruction; the preparation, the personality and the influence of the teachers; and they measure up to the work done by the course of study. They also make notes of the physical conditions of the buildings and grounds. In most instances they consult and advise with the teacher upon her school work and upon her relations with the community. Furthermore, they may frequently call upon one or more of the trustees, report upon the conditions of the school and make certain definite recommendations.

But, to quote one of the older superintendents, "What does it amount to after all?" The teacher may or may not take the advice or follow the suggestions. The board members may act upon or entirely ignore the report and the recommendations. The superintendent has no redress. He has not power to enforce his views. The extent of his influence depends in a large measure upon the force of his personality and his friends in the district.

This kind of supervision is expert service. It is also expensive. It costs the State not less than $150,000 annually. Should not the State expect to get full value in return? Should there not be some means of conserving and of using the information collected at such great expense, and of profiting by the training and experience of the superintendents. The superintendents, as a whole, are both efficient and willing, but they have insufficient power to give the State the full benefit of their professional knowledge and ability.

Where the county unit, which we have previously discussed, is the legal method of administration, the superintendent becomes the expert adviser of the board. In all educational matters his opinion is sought. His intimate knowledge of the conditions and needs of the schools and his familiarity with the problems of management are appreciated, and his advice and recommendations become the guiding influence of the board in its actions.

If the county unit of organization should be adopted for this State would it not be well both to enlarge the powers of the superintendent and also to safeguard them by specific enumeration in the law? In some States the superintendent is given the initiative in all educational matters, such as the making of the course of study; the selection, assignment, transfer and dismissal of teachers; and the selection of all supplementary books and apparatus. This plan has also worked well in cities where the superintendent has gained these powers through superior ability. Would it not also work well in the counties? Such a plan would dignify the office of superintendent and insure to the State the benefits of expert service. The superintendents on the other hand would rise to the responsibility and justify such a system. All county superintendents should welcome the adoption of such a plan for California.

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WESTERN SCHOOL NOTES

Mr. Hobart M. Heiken, formerly superintendent of schools of Sutter county, has just been elected principal of the Yuba City schools. Since leaving the superintendency three years ago, Mr. Heiken has been engaged in farming in his home county. He was one of the most progressive and professional of the county superintendents of his day and the cause of education will be benefited by his return to school work.

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SUPERINTENDENT COOPER OF PIEDMONT

The city of Piedmont has declared itself independent educationally and has decided to establish a complete system of schools of its own. As the first step in the new order of things it has elected Mr. John William Cooper superintendent of schools at a salary of $3,600 a year.

Mr. Cooper is one of the coming men in education in California. His rise in the work has been very rapid. He first appeared as teacher and soon as head of department of Latin of the high school of Stockton; his next service was as head of the department of history in the high school of Berkeley. Here Mr. Bunker, who was superintendent of schools at Oakland, found him and made him head of the department of history in the new Technical High school and supervisor of the working history of all of the grades and high schools in the city. In this position Mr. Cooper has rendered distinguished service and his influence has been widely felt.

Mr. Cooper has a very pleasing personality, a broad education and a rare ability as an executive. At the recent meeting of the bay section of the California Teachers' Association he was elected president for the ensuing year.

The Journal predicts a rapid progress, a wide influence and an unusual educational future for Mr. Cooper.

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Philip Power, who has been at the head of the Hollister schools for many years, has been elected city superintendent of Salinas. Superintendent L. E. Kilkenny, who has made a splendid record, will devote himself entirely to the high school.

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From thirty to fifty school teachers from Texas are expected to locate in Stanislaus county for work on the fruit ranches during the summer.

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Prof. H. W. Fairbanks, author of "Geography of California," will be one of the star attractions at the summer school, University of Southern California. He is also engaged to deliver a series of lectures to the San Francisco teachers.

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Superintendent Chas. C. Hughes will deliver two courses of lectures at the University of Oregon, one on "School Administration" and the other on "Comparative Curricula."

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Superintendent J. C. DuFour of the city of Alameda is doing splendid work along the line of sane educational war work.

* * *

The California Library Association, of which Sarah E. McCardle of the county library of Fresno is the president, has arranged a special meeting at Camp Fremont at the camp library, on Saturday afternoon June 1. Mr. Ferguson of the State library will give the principal address.

* * *

Superintendent Mark Keppel of Los Angeles county has had a strenuous time securing names to the petition on county and school tax limitations, initiative act. He is also busy working on a plan to increase the salary of the elementary teachers of Los Angeles county.

* * *

The boards of education, county librarians, purchasing agents and teachers should give preference, merit being equal, to the publishing houses that maintain a full equipment of men, books and supplies in the West. The following firms maintain from one to twenty men each and complete stock in California: D. C. Heath & Co., Macmillan Co., The American Book Co., Ginn & Co., Milton Bradley Co., P. Blankiston, Son & Co. and several others. These firms are local institutions and are a part of us. The trade rat takes wheat and brings back chaff. But the above firms give dollar for dollar, with but small margins of legitimate trade profits, and belong to the right kind of home industry. The Pacific Coast needs to encourage the right kind of trade.

Beacon News Column

Don't you find it rather difficult these days to become interested in a discussion of which is the better, the "song method" or the "note reading method" of teaching music? Are you thinking just now very much of the relative merits of the "additive method" or the old-fashioned way of teach subtraction? And do you find it possible at the end of the school year—especially this particular school year—to become very much excited in a discussion as to which method of teaching reading brings the better results, the analytic or the synthetic?

The publishers of the Beacon method are very thankful that the Beacon Readers and Charts were published before this country entered into the war and have now become firmly established, with friends who are ready, for the sake of the children, to boost for this method of teaching beginners to read:

Farmer and Huntington's Food Problems;
Dean's Our Schools in Wartime and After;
Woodrow Wilson's War Addresses;
Etc.

Governors, Food Administration, State, county and city superintendents, teachers—yes, every patriotic American citizen, is ready to say a good word for Farmer and Huntington's "Food Problems."

The publishers and their agents have thoroughly enjoyed bringing this little book to the attention of those who have authority in these matters. Your conscience doesn't trouble you quite so much these days if you are helping in ever so small a way to teach the necessity of food conservation.

Have you placed Food Problems in the hands of your sixth, seventh and eighth grade pupils? If you have not, do so **NOW.**

Do you know that in a recent and much-discussed test of twenty questions in regard to the vital facts of the war, whose answers should have been obvious to every American boy and girl of high school age, the percentage of error in the answers was 44?

Here surely was some fertile ground for German propaganda and misinformation.

There could hardly be a surer way for the young people of America to realize the inner meaning of democracy than by a study of the War President's statements of what it stands for.

Ginn & Company take a certain patriotic pleasure in announcing the publication of

THE WAR ADDRESSES OF WOODROW WILSON

Edited by Arthur Roy Leonard, head of the Department of History and Economics in the High School of Commerce, Columbus, Ohio (16mo, xxxii plus 129 pages, portrait, 32 cents).

An introduction provides a brief and interesting setting of the addresses which considers international relationships before the war, its causes, beginnings, and the place of the United States in it, as well as the work and personality of the President. Much that could have been included has been wisely omitted for the sake of the clean-cut impression that the editor thinks is best gained by a study of the President's own account unmixed with the opinions of other men and presented in consecutive and related order. For this same reason the notes are discreetly few and brief. Thus is provided in consistent and chronological order the minimum and most highly authoritative matter in a volume that sells for low price.

If you want to know more about these books, write the publisher, who will gladly show them to you.

The Ancient Order of Mozurians

UPON REORGANIZATION OF SCHOOLS

They are talking of reorganization of our schooling system. The war has found the schools asleep at their post.

School education has been an ornament; it will become a thing of use. In England, attendance at the universities and higher schools has served chiefly to distinguish "gentlemen and scholars" from yeomen and trades people. England has just awakened to the bitter and humiliating realization that she cannot afford these ornaments. In her lower schools England has thus far been battling with the primitive problem of illiteracy. Both France and Germany, after their unpleasantries in 1871, saw the light and both have since made tremendous strides in training for useful arts—Germany in variety and quantity of production, and France in a higher quality of work. There is yet this difference—France, as a democracy, has taught her youth democracy; but Germany, as an autocracy, trained her workmen in her lower schools to be serfs, and in her universities and higher schools trained over-lords. Modern civilization will tolerate neither and the handwriting is upon the wall that, by this schooling blunder, annihilation must be the price to an outraged world of democracy. Herein is the real cause of the war.

The United States, a land of peace and plenty and easy opportunity until this war, has not seriously needed schooling except for the elements, and a large part of our people have gotten along successfully even without much of these. We have, indeed, been rather proud of our Abraham Lincolns. In our era of easy opulence, we have been able to maintain the luxury of ornamental education. Our universities and colleges, following the English ideas, have sought to distinguish the book-learned from the rail-splitters of fortune. Our lower schools, fashioned upon the German model, have fussed with many subjects, more or less ornamental, and now we find the percentage of illiteracy alarming.

In saying that the world has been without useful schooling is far from saying that the world has been without education. Upon the contrary, in no period of history has useful education swung forward at such rapid pace while the schools have been asleep in the arms of ornamentalism. Industry, social organization, commerce, and government-making, by their own creative energy, have taken the place of the schoolmasters. So, in the past century, the great tree of education has shot forward, sent forth new branches, and fruited as never before, while schooling has become merely an ornamental mistletoe sucking the sustenance of the tree but yielding no edible fruit.

When the American people once more settle down to the arts of peace, depend upon it, schools are going to be put to use. Autocratic government has but one pillar of support—armed force. Democracy rests upon two pillars—the universal intelligence of its people in self-government, and self-support, and an armed force when these are in jeopardy. Of the two the former is chief.

War Upon Parade and in Battle

Yes, we are going to have a real reorganization of our schools—but probably not immediately. Whenever a peace-loving nation proceeds to war after a period of innocuous desuetude, it is usually found that the armies of parade are not armies for battle use. There is a softness of muscle in privates and a sap-headedness in officers; contractors of wooden guns, leaden swords, embalmed beef and embroidered uniforms have beaten commercial trails through the camps. After a few real battles, in which the carnage proves inexcusable and frightful, the nation awakens, and reorganization takes place with a jerk. Thus has it been and thus will it be with our schooling.

This past ornamental orgy of schooling has been the halcyon period of the Order of Camouflageurs. With little purpose in schooling except ornamentation, realities have been at a discount and camouflaged appearances have commanded a premium. Teachers have been trained to believe the bray of the pedantic ass to be the roar of a lion; word phrasing has passed as wisdom; sonorous unintelligibility (made in Germany) has become the badge of highest scholarship; success has been the art of stealing the licorice from the mouths of sleeping babes without arousing their parental nurses.

Doubtless, therefore, in the serious school reorganization we must expect an attempt of the Order of Camouflage to retain its hold. The long serving notions of education as an ornamentation will not easily be given up. Ornamental appearance will not immediately be replaced by substance; sap-headed pedantry will not promptly give place to sanity. There is nothing in the situation to wonder at. If, in times of peace, a dozen brass buttons and two strips of gold braid can transform a cane-sucking clothes-hanger into a regimental brigadier, why should we be surprised during these halcyon days of schooling camouflagery that a university degree (German or German-transplanted) and a jargon of unintelligible "scholarship" should transform a book-phrased moron into an educational architect!

The End of Pretense

Therefore let us expect and accept our temporary medicine with philosophic equanimity. Let us betray no surprise that at the first call for organization the Ancient Order of Camouflage should rush forward with the cry, "We'll do it." Naturally, they will push forward their needy but incompetent architects with offers to blow soap-bubble aircastles of "faculty" training, liberal culture, raffia weaving, radish painting, paper-folding, prevocational guidance during prebuescence, schoolma'am taught agriculture, schoolmaster-taught trades, and numerous legislative camouflags to change tweedledums into tweedledees. While the soap-bubbling goes on the Sacred Society of Purveyors of Poppycock and Pedantry will vigorously pump their hot air generators, beat upon their sacred tom-toms, blow the Big Bazoo, wave their tinsel sceptors of centralized authority, and while handbills are being circulated outside upon the streets condemning the teaching of German words, their mechanics inside will be busy riveting German ideas of centralization of the schools into county and State units. It is a great and painful spectacle. Next, the Imperial Bundesrat of Mighty Moguls, supported by the cupbearers of the Infirmities of Infallibility will assemble in executive session unto themselves. Then will be brought out their book of guidance, the "Plausible Policies and Procedure of Pot-House Politicians," upon the title page of which is inscribed "We don't dare trust the People for the People don't trust Us." The sacred banners and shibboleths of the order will be refurbished and revarnished to proclaim "Raffia ueber alles," "The Dignity of Labor (for the taxpayer), and Universal Training in Horny-handed Trades (except for us), with State supervision of it (by us)," "Agriculture (in teaspoon farms taught by schoolmarms after a six weeks' summer course taught by us)," "Teaching the Thoughtless to Think," "Increasing the Income of the Indigent," "Jobs for the Jobless," etc.

Committees of the Faithful will be commissioned to report upon: "Pragmatic Possibilities Puissant in Plausible Platitudes for the Public," "Racial Ratiocination Through Raffia (with provision for State supervision thereof)," "Measure for the Moral Uplift of Rural Life to the Loftier Level of Urban Purity (with provision for State supervision thereof)," "Measure to Compel School Janitors to Be Qualified in the Psychology of Plumbing (Titchener brand, with Sate supervision of Janitorial Psychoses)," "Measure to Provide Physical Education Through Mental Exercise, or How to Hike in a Hammock," "Teaching Farmers to Use Finger-bowls, by Rural Teachers from Cultured Cities," "The Centralization of School Authority, as They Do in Germany" (so we can easily get at it).

This will be the usual interesting and ornamental display with which we are already familiar. But after Armageddon, the stern hand of an exhausted world will have no money, no patience, no gullibility longer to maintain schools as ornaments, nor to deal considerately with totems, fetishes or anything the utility of which is not visible and obvious. (Ergo, exit Order of Camouflage.)

Enter the Ancient Order of Mozurians

The Ancient Order of Mozurians have no new principles to exploit. Theirs are the principles which the forces of civilization have always been using in education outside of schools. No schooling is education which can not be "shown" as an unquestionable fact without appeal to the vagaries of fantastic fancy, contrary to experience. This fundamental tenet was incorporated in the constitution of the Order by its founder, Father Adam, and elaborated in finer applications by that great Organizer of the Order, that Great King, Brian Boru, the greatest of all kings, past, present or future. He it was who in the forty-ninth year of his glorious reign established as a perpetual memorial to this tenet of the Order that great college—the greatest of all Educational Foundations—the Royal College of Horse Sense. In its building the king personally exerted the most solicitous care. Its foundations were laid upon solid strata of Obvious Axioms. The building stones of its structure were quarried from the rock of Visible Truth. The stone cutters chosen to lay the stones were gathered from the four corners of Ireland, by the king's decree, and none was chosen who had not scotched forty-nine serpents of the Order of Camouflage—so fearful was the king that some stone with blemish or false appearance should mar the perfection. When all was ready King Brian sent forth trusty knights, to gather from the uttermost parts of the earth, Mozurians who, with their forefathers before them, for seven generations, had spoken no word except demonstrable truth. To these he committed the task of teaching Sense, both Horse and common.

Thus was memorably established by Brian Boru, First King of Ireland, the great college which has been the bulwark of civilization and the palladium of our liberties. The Royal College of Horse Sense has been the savior of civilization when schools have failed. By this college has been produced the world's greatest and only true scholars—Solomon, Aristotle, St. Patrick, Aurelius, Confucius, the unknown author of shakespeare plays, Rousseau, Mirabeau, Bobbie Burns, Franklin, Carlyle, Lincoln and Josh Billings. Few, if any, schoolmasters have ever graduated from this college—the light of unsmoked truth is too dazzling for the scholastic intellect. A few have taken Sometime Summer courses. Among them are Oliver Peebles Jenkins, Thomas Downey, James B. Davidson and, possibly, Mark Keppel, who will testify to the existence of the college and also that they have seen the cover of that Greatest Book—The Book of True Prophecy and the Law of Centuries. King Brian wrote it with his own hand. His powers of prophecy were greater than those of any other prophet for not only could he prophesy, but he had the power to make his prophe-

THE
California State Board of Education
includes the following in their approved
LIST OF HIGH SCHOOL TEXTBOOKS

ENGLISH—
Clippinger's Composition and Rhetoric.
LATIN—
Burton's A Latin Grammar.
Gunnison and Harley's Latin for the First Year.
Gunnison and Harley's Caesar's Gallic War.
Gunnison and Harley's Cicero's Orations.
SPANISH—
Wilkins and Luria's Lectures Faciles con Ejercicios.
Luria's Correspondencia Comercial con Ejercicios.
ECONOMICS—
Bullock's Elements of Economics.
Bullock's An Introduction to the Study of Economics.
ALGEBRA—
Anderson and Hallett's Elementary Algebra.
GENERAL SCIENCE—
Lake's General Science.
PHYSIOLOGY—
Conn and Budington's Advanced Physiology and Hygiene.
MUSIC—
Harmonia by Cole and Lewis.
Are you interested in textbooks in any of these subjects? Let us submit samples.

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W. G. HARTRANFT, Pacific Coast Manager

cies come true. With each prophecy, he issued, under the seal of his hand and of the Kingdom of Ireland, a perpetual guarantee of fulfillment, and he finally clinched the certainty conclusively by ordaining, as a law of the universe, that the prophecy should come to pass.

After the king wrote the book he wished a charm upon it by which the tablets of brass upon which the law is inscribed can be lifted only one decade in advance of fulfillment. Here therefore is what is written for the beginning of that great War of Democracy hereafter to be known as Armageddon:

"Then shall the Great Star of Democracy rise out of the western sea and men shall know by its light that the age of living, by pretense in matter and mind, is forever past. Reorganization of government, of society, of schools, of commerce, of industry, of human rights everywhere shall become the watchword of the future. The Order of Camouflage will at first hope to save itself by its ancient devices. Let not the heart of Mozuria be troubled but be of good cheer for your hour of deliverance is now at hand. Turn then to the next page of the Law and the Prophecies and set forth unto the world that which is written. Show to the people that the foundations of their school system are false. Bid them first tear out these false foundations and build anew, and seeing the truth the people of the new era will proceed."

Here followeth the great Deadly Parallel by which King Brian Boru, in prophecy, confounds the Order of Camouflage and leads to their extinction after Armageddon.

(To be continued)

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BATTLE FLASHES

An Interesting Letter from Prof. E. D. De Groot, Director of Physical Education of San Francisco

American Expeditionary Forces—Young Men's Christian Association Headquarters, Paris

Mr. Geo. E. Gallagher, President Board of Education.

My Dear Chief:

If military law did not prevent it I could and would write you a thrilling letter. Under the circumstances I must content myself with a mere calm tale of great events, with all the actors, places and happenings left out.

I've been in France since February 19 and on the go almost every day since. My office and headquarters are in Paris, but about two-thirds of the time I am on the road traveling by railroad train, auto truck, motorcycle or anything else that I can hitch on to. I am "Associate Director of the Department of Physical Training and Athletics" and my official job is that of general supervisor of the field work. That takes me to all points and camps of the A. E. F. I have covered about a third of France since I arrived in February and it will not be long before I cover the other two-thirds. I have distributed more than $100,000 worth of baseball supplies in the various camps in the last three weeks. One of the most interesting trips that I have made was by auto truck—ten days of it and nearly a thousand miles of road covered. Part of the trip was very near the front, where I could hear the battle raging. . It so happened that I was only a few miles from the front the first two days (March 21 and 22) of the recent German offensive. The roar of the guns did not let up one hour for these two days and it was so terrible I have no way of telling you about it, to convey the thing that we heard. I saw German aeroplanes soaring above, our French aircraft guns cracking away at them. On one occasion the shrapnel from the bursting shells of the aircraft guns dropped on the road and over our auto trucks. I went through a big piece of country where the battle cry, "They Shall Not Pass," originated. I rode through miles of the Marne territory spotted with the graves of soldiers marked only with wooden crosses and through village after village that had been riddled with shells of the German guns. That happened in 1914 and the indomitable French people of that section had returned to many of the villages and were cultivating the fields and trying to "live" over again. It was a strange mixture that I saw there—aeroplanes soaring overhead (going to or from the front), the roar of battle in the distance, great military camps everywhere about and then in the midst of it all men, women and young children gardening, tending the stock and tilling the soil on a large or small scale—in very many cases plowing around the graves of the soldiers who had fallen in the battles of 1914 in these very spots. Since the present German offensive has been on great numbers of refugees have come from the north to Paris en route to points further south, away from the war zone. Their woe is most pathetic; many had gone back after being driven out in 1914 and had re-established their simple homes and little farms or gardens, only to be driven out again after a lot of hard work and the promise of good garden crops this summer. I spent two nights as a volunteer in one of the Paris railroad stations helping to care for and get these people on their way. The manner in which the French people stood up to the trials of body and soul is wonderful. The work that women and children are doing over here makes me shudder with fear for the safety and comfort of our women and children. No man can travel over France as I have without feeling a profound and solemn gratitude to those brave people who have kept the battle from our shores.

One day on my auto truck trip I visited a school in session in a town of about 10,000 people. Three men and the woman were conducting the school and doing all the janitorial work. One of the men had been in the war for two years and was so badly shot in the shoulder and arm that he had been retired from further military service. I found him teaching school with all the calm and composure of a Doctor D'Ancona. The other two men were too old for military service. The woman teacher could speak about as much English as I could French. I talked to the children through the woman's help and got a great "rise" out of them by having come half way around the world from the schools of San Francisco. The children elected to go to the yard with me, where I taught them some American games. The school children over here are one comfort and joy. When I get stuck with my French I look around and usually find a child who helps me. The children here all speak a few words of English (many are employed in stores to make it easy for soldiers to buy) and they are much smarter than older people in understanding the half-developed French of such people as myself and the average soldier from America. I cannot tell you how proud I am of the American soldier boys. They are the best looking (husky, strong and active) boys in any of the armies. They are behaving very well, too. The Y. M. C. A., Red Cross and Knights of Columbus are doing wonderful work in assisting the Army in the care and preservation of the conditions and morals of the men. All of these agencies are determined that the boys shall go home as good as they came. I have made two trips to General Pershing's headquarters. During the last trip I made an arrangement for presenting the football to the marines as conceived in San Francisco. I think Mayor Rolph will hear directly from General Pershing or one of his staff as soon as the event is actually carried out. I cannot give details in this letter, but I shall try to send you the full story later. I may say, however, that a fine stunt will be pulled off and good old San Francisco will be right there. I have met a number of men from California and some from San Francisco. Senators Benson and King are here in the service of the Y. M. C. A. I wish I could tell you something about the air raids and long gun shots that we receive in Paris. We may not write about these things. You, no doubt, get lots of such news in the press reports.

I think of you and the other members of the board very often. I have no hesitation in telling you that I am downright homesick for you all. I'll be glad when we get the Hun on his back and we can come marching home to those we love. I trust that school and playground matters are going well and that you personally are not having to battle any harder than when I left San Francisco.

With affectionate greetings to all the members of the Board of Education and the Playground Commission, I am,

Very sincerely,

(Signed) E. B. DeGroot.

* * *

TEACHERS, ATTENTION! WANTED BY UNCLE SAM!

Strong, able-bodied women over eighteen to enlist in the Woman's Land Army of America, Northern California Division, for a term of at least four weeks. The world is facing famine and the world looks to America to save it. Food will win the war!

Will you volunteer to help produce it?

Owing to the draft and the call of special war activities, the shortage of man labor in agriculture is acute throughout California.

Will you enlist to help relieve it?

Husbands, sons and sweethearts are fighting in the trenches to help make the world safe for democracy.

Are you willing to fight the same fight in the fields of California for three months?

You can pick, sort, cut, pack or wrap fruit. You can work in the dryers or canneries. You can do truck gardening, light cultivating, etc. You can work in the dairies and help handle stock. You can be cooks to units of the Woman's Land Army or in individual ranches.

Teachers of California, we want women of high character and determination—women who are responsible and clear-sighted, to meet this situation. It will put to the supreme test the quality of American womanhood. Will you help us convince the farmer that California women can make good in the orchards and on the farms?

Women of England, France and Canada have done even heavier work successfully.

Are you going to let them beat us? Will you pledge your vacation to Uncle Sam?

Apply to the local organizer of the Woman's Land Army in your own home community and she will enroll you to work locally. If there is no local organizer in your home town, and call for extra woman labor there, apply to central headquarters, 521 Underwood building, San Francisco. We can probably place you with a unit made up from our listed reserve army of workers who are to be sent out from here when the local supply has been exhausted. Enrollment with such a unit will guarantee to you a fair wage scale, good housing, palatable food and wholesome recreation.

Join a unit of the Woman's Land Army now; take the pledge of service and stick to your job until the need is over. Let us show the farmers of California that our women soldiers of the soil who are wearing the insignia of the Woman's Land Army are made of the same stuff as her boys at the front.

Many capable and executive teachers will probably be needed for supervisors (see accompanying notice), but they will be in very small proportion to the need for high caliber workers in the fruit itself and that need we hope to meet from the ranks of the grammar and high school teachers of Northern California.

Enlist now! Joan of Arc left the soil to save France. We go back to the soil TO SAVE AMERICA!

* * *

QUALIFICATIONS FOR UNIT SUPERVISORS—REPORT PREPARED BY MANAGEMENT COMMITTEE

Mrs. Sydney Joseph, Chairman

Personal Qualifications:

1. Tact in dealing with women, individually and in groups.
2. Experience in the following:
   (a) School or association work.
   (b) Directors of young women in school and recreational work.
3. Executive ability that will enable her to arrange for transportation; organize the camp; supervise the various departments, and deal with problems of conduct.
4. Ability to arrange recreational activities, such as camp entertainments of all kinds.

Sufficient business ability to adjust working conditions; keep all accounts; buy supplies advantageously.

5. A good knowledge of the essentials and preparation of plain, wholesome diet.
6. Agricultural experience is desirable.
7. Satisfactory credentials will be required.

Duties:

In general the duties of a supervisor are:

1. To superintend the unit from the time of departure, en route to the place of employment, while in camp, and on the return home.
2. To understand and observe strictly the economic standards formulated by the Woman's Land Army, and to permit no infringement of these standards. If any difficulty should arise, communicate with the management committee, Mrs. Sydney Joseph, chairman.
3. To act as mediator between unit members and employers. Employers must have all dealings with unit members through supervisor. Supervisors must keep employers to terms of contract.
4. To purchase supplies; deduct all authorized charges from wages and advance traveling expenses to members of unit in case of emergency.
5. To see that kitchen, living quarters, toilets, etc., are kept in good order; to plan all the meals; to direct the kitchen.
6. To organize the unit on a semi-military basis, appointing squad leaders directly responsible to the supervisor. These squad leaders will be responsible for prompt rising, general order and efficiency, etc. They will also direct social programs and daily setting-up exercises.
7. To conduct the program of the camp and undertake full responsibility for the general conduct and work of the unit members under her care. She may detail unit workers to various household duties. She must see that members obey orders and follow the rules of camp.
8. To be responsible for the physical welfare of the unit members, protecting them in every way from overwork or strain, and administering first aid in simple emergencies.

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BOOK NOTES

"A Text-book of Botany," by Charles E. Allen and Edward M. Gilbert of the University of Wisconsin. D. C. Heath & Co., publishers. Price, $1.48.

Modern science teaching demands that the course in botany shall include the fundamental laws and facts of plant life, and shall give prominence to the practical, sanitary and economic aspects of the subject. This book provides material for such a course. The work begins with an intensive study of a small number of plants that are easily available and that are important, either because of their familiarity to students or because of their utility.

Much space is devoted to topics pertaining to agriculture, to the prevention of diseases of plants of economic value, and to the eradication of plants that are pests. Forestry and forest management are studied with the aid of the most recent data. The illustrations are numerous and of unusual excellence.

Ginn & Co. will publish this month **"Our Schools in War-time—and After,"** by Arthur D. Dean of Teachers' College, Columbia University. This book tells what the schools of France, Germany, England and America are doing in the way of war service. It suggests what further the schools of America may do. Finally, it considers how educators may utilize these new responsibilities and opportunities of war-time to effect a permanent reorganization for a larger and more efficient educational service after the war. The treatment throughout reflects the firm belief that school methods used in meeting a war emergency are the desirable ones under normal conditions, and that the schools must more adequately serve the normal demands of the community.

Dr. Dean writes of the wonderful work of school children in making sand bags, Red Cross splints and bed racks; of their utilizing of food products, their farm service, and their thrift in garment making. He gives the direct and lasting relationship which should exist between the Junior Red Cross and the public schools, by showing the possibilities of connecting war service work in bandage making, renovating clothing, and so on, with community work for hospitals, asylums and homes after the war. Dr. Dean describes the splendid war service now being rendered by a number of colleges and technical institutions in wireless telegraphy, aviation work, library and engineering laboratories, instruction in cantonments and quartermasters' service, and discusses in detail the probable increase in competition between idealistic and practical groups of studies in the college curriculum after the war.

Department of Geography

Dr. H. W. Fairbanks

THE AIM OF GEOGRAPHY

By C. K. Studley
Chico State Normal

The aim of any subject in the elementary schools should be, for the most part, the same as the general aim of education. It should accept its share of the burden so that the work of educating the child shall be complete and uniform in every direction. Of course, there are minor differences inherent in the subject that will make for a differentiation of training and a goal within itself. This it is that makes it desirable to have a many-sided course of study.

The aim of education, as stated by leading educators, is to fit the individual to his environment. For, after all, the object of human life should be to live and let live. To so live that the world is better because the individual has lived in it. Those with whom he has come in contact will realize that an influence for good emanated from that individual. But life should mean work and play, poverty and prosperity, joy and sorrow. It is best that it should be so because we enjoy life the more through a contrast of the bitter and the sweet. Too much of the latter alone soon becomes unenjoyable and finally sickening and repulsive.

To be able to fit one to his environment we must realize that the environment is constant so far as nature is concerned, but shifting in so far as man is able to change it. So our environment is constantly moving with the advance of civilization and in order to realize our aim completely we must look into the future. In other words, the training should be such as to create in the individual the ability to develop in the proper direction as the need for such development presents itself. He should be able to make use of his environment for protection from his natural enemies as well as from himself, for the sake of gleaning from it an honest livelihood, for the sake of developing the soul within him so that it may stand out as a mighty peak above its surroundings and finally, but by no means least, to be able to live happily with his fellow beings.

The Environment

There was a time when the environment of the people was shut in by the sea on one side and a lofty mountain on the other. When journeys of a few miles were taken only after careful and painstaking preparation. When to venture out of sight of shore meant certain destruction.

But there came a time when the shackles were broken, when a bold navigator ventured forth on an unknown sea with frail equipment of his time. He not only faced the dangers known to all of his time, but he also had faith in a new geography and the courage to stand by a belief which was opposed to the teachings of most of the learned men of his generation. It required courage such as has been exhibited by few men. He staked his life on it and won. Then the environment grew by leaps and bounds. No longer was it hedged in by high mountains or inland seas, but, in a comparatively short time ships were sailing the seas at will and mountains were climbed with more or less difficulty.

In recent times, things are taking place so rapidly that it is only with difficulty that we are able to keep pace with them at all.

To realize how rapidly conditions are changing, we need to go back but a few years, as compared to the history of mankind, to the time when the population of the United States was confined to a narrow strip of land along the Atlantic Coast. Here the people settled because of the convenience with which they could communicate with the mother country and because of more or less favorable natural conditions. Here certain industries sprang up as a result of the environment. In the New England States the short swift rivers favored manufacturing, while in Virginia the soil and climate favored agricultural pursuits.

It was several years after the founding of these colonies that the migration into the Mississippi Valley began to filter through the passes of the Appalachian barrier. The attempt to reach the region beyond these mountains was made in order to prevent the spread of the settlements from New Orleans to the upper river basin. Thus the barrier held the colonies together until they were amply strong enough to protect themselves against the Indians and also to form a stable self-government. So it may be seen that the environment in this case afforded quite an effective barrier that was more helpful than detrimental. Had it not been for this obstruction to travel westward the population would have spread out so that it would have been an easy prey for the marauding Indian bands, and the scattered settlements would have made the formation of any satisfactory form of government impossible for a number of years to come.

Some years later, when gold was discovered in California, emigrants began to brave the danger from Indians and find their way into the new region. The natural barriers, i. e., the plains, the deserts and the mountain wildernesses, were a serious hindrance, but were not prohibitive. In those days the journey from the Middle West to the Far West took about three months of constant travel, while to go from the East to the Far West meant nearly twice as long.

Soon the country assumed such importance that railroads were built from East to Far West and the time of transit became decidedly less. The barriers almost disappeared and with them the perils of the journey. So that at the present time people travel in comfort from the Middle West to the Far West in less than three days, where it used to take three months. From the East the journey requires five days instead of five or six months.

On the ocean, like progress has also been made. Not only have steamships taken the place of the old sailing vessels, thus lessening the time and uncertainty of the journey across the ocean, but the modern steamship has materially lessened the time of sailing until the journey from San Francisco to Honolulu takes about four days. The trip across the Pacific has been shortened correspondingly.

The establishment of telegraph, telephone and cable lines has made it possible to order goods in Yokohama and have them on the way across the ocean the same day. Thus saving, not only the time difference between the old and the new rates of going and coming, but eliminating entirely the journey in one direction. In this way we have direct communication with all of the more important parts of the earth's surface.

The result of all this has been to bring cities and countries closer together. Where a century ago a distance of two hundred miles, and many times a less distance, meant three to five days' time, at present we could cover a distance of from three to five thousand miles in the same length of time. Since we are as near to a place, for all practical purposes, as it takes time to reach it, one can readily see that our immediate environment has been extended immensely. What was to us, formerly, a remote region is today our next-door neighbor. Thus have modern science and invention overcome many barriers of our physical environment.

All of this has had its effect not only on individuals but it has also had a great deal to do with the growth of commerce and industry. Formerly a region like California could produce only what it needed for local consumption except such commodities as could be shipped great distances. It is now able to market all sorts of perishable articles on account of the rapid transportation and better methods of caring for the produce in transit. Hides and tallow were California's early contribution to the commerce of the world, but at present its range of commercial products is almost limitless in variety.

The broadening of our environment and the rapid growth of commerce and industry have necessitated a general cultural adjustment. That is, where we take the meaning of culture to be general knowledge or information.

Geography, therefore, carries with it, in addition to the aim of teaching us our environment, the aim of placing before the pupil a vast amount of information of a high cultural value. Perhaps it is not too much to say that no other subject is as valuable for the purpose of general culture as this subject which deals with people and their environment.

The great cultural value may be the better appreciated if one stops to consider the great stores of knowledge that are available on the subject of geography. From a consideration of the nineteen encyclopedic volumes by Recluse, which form a brief treatise on the different parts of the earth, one may turn to the more recent storehouses of information—the books, magazines, papers and various other periodicals that are constantly adding to the fund of information on the subject. And the end is not yet. The subject seems almost inexhaustible.

After all this culture is a necessary part of the adjustment of the individual to his environment. He is not completely adapted to his locality or to the world in general until he is familiar with many things far beyond his neighborhood.

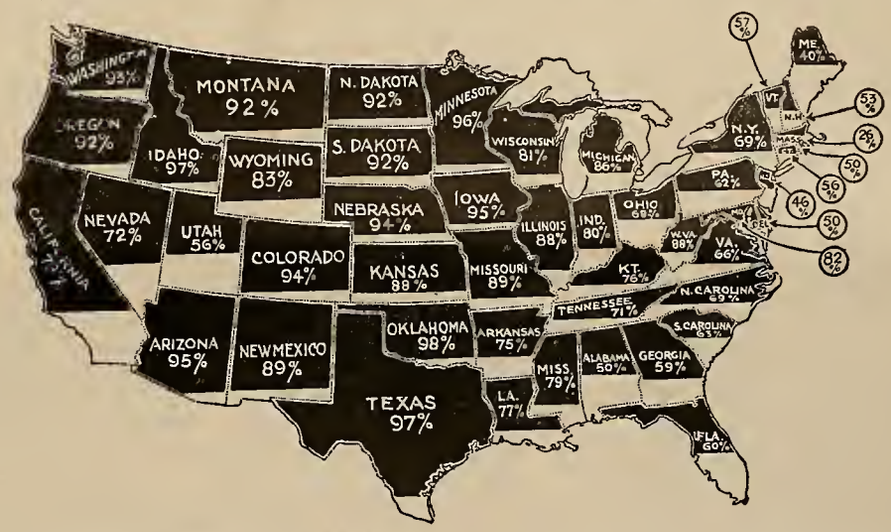
The problem of citizenship is one in the solution of which geography should play a very important part. The problem has to do with both native and foreign-born people who aspire to citizenship within our Nation. In the case of those born within our boundaries the problem is a comparatively simple one of teaching the environment and its relation to the other parts of our Nation. We also need to show the relation of our Nation to the world in general.

Take a journey through the foreign quarters of any large city or call to mind the slum district of New York City as it existed before the days of the tenement reform and one cannot help realizing the problem that confronts him in making useful American citizens of these ragged, half-starved little creatures entrusted to our world for care and protection. To get such a picture one needs only to read a chapter or two from Jacob Riis, "The Making of an American" or his "How the Other Half Lives." Here the pictures are painted so vividly and so accurately that one cannot help seeing the poor suffering humanity struggling to throw off the yoke of oppression and assume the new garb of freedom in a free country. Many of these were born in foreign countries where habits and customs were far different from those of our own land. We not only need to learn of those habits and customs in order to know how to reach the individual with our message, but we need to prepare the message that will place before him the true ideals of his chosen country so that he may grow into them and into useful citizenship.

Geography, when properly taught, should bring home to the student of the subject, in a small way at least, the fact that even the barren waste of the desert or semi-desert region has its blessings no less than the more fertile plains or the river valley. Since there is a lack of moisture there will also be a lack of plant growth to take food from the soil. A general result of this is that the fertility of the region is conserved until such a time as man is able to readjust the environment to the extent of supplying moisture by irrigation. The region will come into its own under irrigation and "blossom as the rose." This also brings about co-operation among the people in that particular region. By co-operation they are able not only to get better returns from the soil but to get better returns from life in general. More community spirit means more advancement and more real enjoyment in life. It should also drive home the lesson that by proper use of our strength we conserve it; that idleness means atrophy and decay. This can be shown by numerous examples and by the general contrast of the lives of people in the tropics and in temperate regions. Over-exertion as well as under-exertion tend to weaken and destroy instead of making stronger and building up. That is to say, "the struggle for existence strengthens man when the reward is more than a bare existence." Life should be strenuous enough to call for the best there is in man, but not so severe that he forgets all else in the endeavor to keep body and soul together.

Gregg Shorthand in the High Schools

The percentage of cities and towns in each State whose high schools teach Gregg Shorthand exclusively is indicated by the dark areas and figures; all other systems combined, white.



Shorthand is taught in the high schools of 2,899 cities and towns in the United States. Of these 2,171 (or 75%) are teaching Gregg Shorthand; 331 (or 11%), Benn Pitman; 101 (or 4%), Isaac Pitman; 66 (or 2%), Graham; 32 (or 1%), Munson; all other systems combined, 198 (or 7%).

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* * *

E. T. Mathes, formerly president of the Bellingham, Wash., State Normal school, is now in France engaged in Y. M. C. A. work.

* * *

Homer B. Sprange, president of Mills College in 1885-6, author and soldier, died at Newton, Mass., March 3, aged eighty-eight.

* * *

The San Francisco School Board will hold a competitive examination on June 10 for teachers for elementary grades. At least fifty of the successful applicants will be needed at the opening of the next term.

UNIONS AND BUNIONS

By G. F. S.

(Being the first of a series of articles, based on personal knowledge or experience, advocating the county unit plan of school management as against the obsolete and inefficient trustee plan.)

> A bunion is an excrescence that wants things his own way. He is the product of neglect—neglect by the district he rules. He is usually sore and he makes everything in the neighborhood sore.

* * *

Bunion No. 1 was czar of a little mountain district in San Diego county. Perhaps "kaiser" is the right word, for he was heavily flavored with Prussian.

That year teachers were scarce, especially men teachers. The school was a two-by-four institution, enrolling twenty-four pupils, averaging seventeen, paying $60 a month, term eight and one-half months.

The "kaiser" liked to carry over a balance each year. But he was opposed to levying a special tax. He owned "property," you see.

And the school was steenty-two miles from civilization, and the general store charged one cent on each box of matches for freight charges up the grade.

So!

At the end of the school year "19-nevermind" Mr. Bunion came to the county seat with a load of honey. He deemed it a good time to interview the county superintendent about a new teacher. The former one (they had a new teacher every year) had made her fortune or something and had served notice of quitting.

Coincidentally, at the time of his visit, a young man, newly certificated on examination, who had turned his back on a $75-per-month-and-every-month-in-the-year job merely because he thought he could do more good as a teacher, entered the superintendent's office.

"Here's just the teacher for you, Mr. Bunion!" cried the superintendent enthusiastically. "Now you two fellows get together and agree on things."

"Where is your school?" asked the teacher.

"Oh, abound feefty-two miles nort'."

"And what do you offer?"

"Vell, I haff a nice house and a leedle bet-room—"

"Why, do you expect the teacher to board with you?"

"Of course. I can't run der school mitout a leedle brofit."

"But what salary do you offer?"

"Vell, I t'ink feefty dollar is enuff for any goot teacher. You see, ve—"

But the young man had spun on his heel and quit the room.

* * *

THE PUNCH: The county unit plan will deprive the kaisers of big graft as well as petty graft.

(To be tincanned)

Grade Teachers' Clubs

By Selina Burston

The Grade Teachers' page is published to promote the welfare of the elementary school; to cultivate a closer feeling of fellowship; to discuss fairly, freely and truthfully all questions which may be of interest to teachers and to the community at large, and to use its influence and its columns to bring the general public to a realization of the value—educational, cultural and moral—of the grade teachers to the community. "The teacher is the school."

* * *

GUIDING THOUGHTS

Let me be a little kinder,
Let me be a little blinder
To the faults of those about me.
Let me praise a little more;
Let me be, when I am weary,
Just a little bit more cheery;
Let me serve a little better
Those that I am striving for.

Let me be a little braver
When temptation bids me waver;
Let me strive a little harder
To be all that I should be;
Let me be a little meeker
With the brother that is weaker;
Let me think more of my neighbor,
And a little less of me.
—Author unknown.

* * *

CO-OPERATION

By Mrs. Sue L. Fratis

President Wilson says: "A good American, I think, is the man who has learned to co-operate in work." A short time ago it was my pleasure to attend a banquet at the Fairmont where a number of able speakers addressed us. Dr. Wheeler told us in his talk how the extension work of the university was growing beyond expectations, how remote parts of Nevada and California were being touched, and that co-operation from all classes of people was making possible the great usefulness of the university.

The second speaker emphasized the necessity of the use of better English and said that this could be gained only through the co-operation of all people interested in the speaking and teaching of it correctly. Warden Johnson of San Quentin was the third speaker. He told us that of the twenty-two hundred inmates in the penitentiary today, over half were under thirty years of age, and over five hundred under twenty-one, proving that youth and crime go hand in hand; that every penal institution in our land is a monument to neglected childhood, and that were there closer co-operation between the homes and the schools there would be fewer criminals.

Then a very eminent doctor told us that our present great war is the result of competition. Had there been co-operation between nations there would be no war. By the close of the evening I was fully convinced that co-operation meant many things. It meant education of the masses—better English, fewer criminals and no war.

As I look at the many problems confronting teachers, I realize that the solving of them will rest primarily with the spirit of co-operation that will dominate the members that make up the profession. As people, irrespective of professions, we are accustomed to think in terms of groups, consequently, one of the greatest lessons we have to learn is that of overcoming selfishness. Where there is true co-operation there can be no selfishness, for all personal equations must be eliminated, and only problems for the benefit of groups be considered. Some good man has said that the greatest benefit we will derive from this great war will be that we will learn to leave our trenches of isolation as a Nation and climb the mountain tops of universal service. He is right, and for a Nation to do this, the individual must first learn the lesson of co-operation and fear the results of competition.

As teachers we are vitally interested in those things that go to make up the round of our profession. We think of crowded class-rooms, crowded courses of study, supervision, often inadequate salary, lack of tenure of office, professional reading and study, leaves of absence, sabbatical year, equal pay for equal service, transfers, dismissals, ratings, standards in education, and the many interruptions that come during a day too short, by far, for the amount to be done. Because we are conscientious we try to do everything arranged for us, and worry if our standard of class work seem to lower for lack of time to teach thoroughly.

We know that some things should be remedied; that schools are made for children, and that for children to get the most from them, the demands on the teacher must be reasonable, her remuneration sufficient for her to live up to the standard society has fixed for her, her tenure of office safe enough so that the close of each school year will not find her worrying over her bread and butter for the next year; transfers and dismissals should not come as complete surprises, but sufficient notice should be given so that she may have a fair chance in the game; and that ratings on her work be done by people competent to judge impersonally.

We may talk among ourselves till doomsday and we will never get anywhere towards the solving of our problems. It is only when we meet on common ground, study our needs and sensibly plan a way out of our difficulties that we will ever accomplish anything. This is the beginning of co-operation and has resulted in the formation of teachers' clubs, a wonderful step towards righting some of our problems. Primarily the formation of these clubs should be constructive work. They should consider such questions as courses of study, for every course of study should be made by committees of capable class-room teachers, and not by educational experts who know everything about the theory of education and nothing about practical class-room work. So, also, the questions of professional reading and study, equal pay for equal service, leaves of absence, sabbatical year, transfers, dismissals, ratings, and standards in education should all be carefully considered by committees of teachers working in direct co-operation with their superintendent and his assistants.

This is the only way in which these matters can be handled satisfactorily, to my mind, and gives opportunity for every interested teacher to aid in their solution. Hence every teacher should be a member of a club, for she is the beneficiary.

Such problems as maximum class-room enrollment, salary and tenure of office should be solved, and will be solved, only through co-operation with the public. Teaching has never been made a standardized profession. This is due to several causes. The majority of people who go into the work think of it only as a stepping-stone to something else. A very, very small per cent of the 700,000 teachers in our schools of the United States today are making of it a life profession. The average term of service is less than four years, so the profession is made up in most instances of those who have not a life interest in the things that will go towards making our work a recognized, standardized profession.

In France a person who intends to become a teacher signs with the government a ten-year contract. He or she may take a leave of absence, may marry, bear a family—still those years of service are forthcoming. This dignifies the profession, and is more apt to insure the permanent worker.

At the last session of the Legislature a bill relative to the maximum class-room enrollment of forty interested many of us. We know it did not pass. Every teacher knows the results of crowded class-rooms—retardation, discouraged boys and girls, increased tax rate for property holders, and wornout teachers. In Oakland alone last year retardation cost the city $120,000.

Teachers know these things. We must let the public know them, and this can be done only through co-operation with civic bodies. The one body that teachers should naturally work with is the Parent Teachers' Association. All over our land today they are becoming a wonderful power. Their interests are primarily, child welfare. They are non-political, non-sectarian, and partial only to the needs of children. No one knows better than the class-room teachers the needs of the schools. When we learn to work with these mothers' clubs, giving them the insight into the needs of schools and teachers, we will have an untold power back of us. To solve the class-room enrollment we need more money for the elementary schools. This comes through legislation. Public sentiment gives us our laws. When we are wise enough to enlist the mothers in our cause we will get the public sentiment we want, and the public sentiment will give us the legislation we want. Right here, with our mothers' clubs, is the opportunity, golden before us, and yet we are not using it.

The matter of adequate salary will only be adjusted when public sentiment gives it to us. The committees that are appointed to decide such a question should be made up of nine-tenths of capable business men and one-tenth of school people. We, as school people, know our needs, but an uninformed public knows little and cares less. Tenure of office will also be the result of public sentiment.

In Oakland this year the School Women's Club has worked in co-operation with several civic bodies. We became federated with the Oakland Federation of Mothers' Clubs, and our membership entitled us to two delegates and the president. Oakland Federation represents almost 2,000 mothers, and we are almost 500 strong. Our problems are so much the same that we know there has been no mistake.

The first matter that came before the School Women's Club last August was the establishment of our first day nursery. Our Superintendent, Mr. Hunter, said this could be done, providing the school women could furnish it. Instinctively we turned to our mothers' clubs for help, with the result that our day nursery is an established fact, its larder full, and the maintenance fund ample. Practically every mothers' club in Oakland is giving towards the support of the nursery, and a general spirit of interested service is shown.

The next item of interest before us will be to help in the establishment of our two community schools. These will need demonstration cottages and penny lunches. So well organized are our forces of co-operation now that I know I am safe in predicting that the school women and the mothers' clubs will act together in the maintenance of these.

Growing out of this co-operation has come the question, "What school measures do you wish us to endorse?" Unhesitatingly I have said, "More money for the elementary schools," and they have pledged their support. We are working together in putting on censored motion pictures for our boys and girls. We are also part of the committee on philanthrophy—supplying clothing and shoes to needy children—thus aiding the attendance department.

Every monthly meeting the School Women's Club report is received along with the Mothers' Club's reports. It is the natural thing for the home and the school to work together, and this can be accomplished only when teachers co-operate with mothers' clubs—attend their meetings, become acquainted.

Another means of co-operation has come through affiliation with the California Legislative Council, representing 80,000 women in our State. This council sponsors three bills each legislative session. These bills are chosen by referendum, and when once chosen are studied and supported by the thousands of women making up the council. To me it is a great educational force. We do not know that our special bill asking for more money for the elementary schools will be chosen, but we hope to receive a little recognition this year, and so, perhaps, when all school women's clubs decide it is wise to co-operate with this civic body, a school measure may each year find a place among the three selected bills.

We are working also with the Public Welfare League, the Councils of National and State Defense, and the Civic Center League.

In all this thought on co-operation there is still one greater reason why we as teachers should be in close touch with public bodies. In going over an educational magazine a week ago I ran across this article by Dr. Payson Smith, commissioner of education, Massachusetts. In part he said: "I am concerned very deeply by some developments in education that I have noticed since we entered this war. I said at the beginning of this war that I hoped we would not make this a children's war. I hoped that we should not make a sacrifice of the things which are so imperative for the democracy of the future. I am a little concerned by some of the things I have heard. For example, I am told that 50,000 boys and girls between the ages of fourteen and sixteen are out of school—15,000 more than the normal number. There is already a movement in some parts of the country to curtail the program with reference to the vital elements of our education. A school committee passing upon a certain request for special appropriations said: 'This is not a time to increase appropriations for education.' Others say that this is not the time to increase the salaries paid to our teachers. I want to say, whenever I have an opportunity, that there has never been a time when it has been so absolutely vital to make appropriations for education. I am finding that there is already a reduction of about 14 per cent in the number of young women who are attending State normal schools. This means that two years from now 10,000 children will be under untrained teachers. We ought to see what we can learn from the example of England. England did as we are attempting to do—make changes in the program and decrease appropriations. As a result 500,000 boys and girls were out of school. Juvenile crime increased. England today is considering, and will doubtless carry through, a program which will appropriate for education 30 per cent more than was ever appropriated."

There never was a time when it meant so much to be a teacher—in our hands is the destiny of tomorrow. If we can get a glimpse of what this means, we will surely realize that all our efforts must be directed today towards the co-operation of all intelligent working bodies, so that mutual understanding and appreciation of each other's life work will make our principles of democracy a living thing, loved, respected and enduring. Therefore—

"Look to this day! For it is life,
The very life of life.
In its brief course lie all the varieties
And realities of your existence;
The bliss of growth,
The glory of action,
The splendor of beauty:
For yesterday is but a dream,
And tomorrow is only a vision.
But today well lived
Makes every yesterday a dream of happiness,
And every tomorrow a vision of hope.
Look well therefore to this day!"

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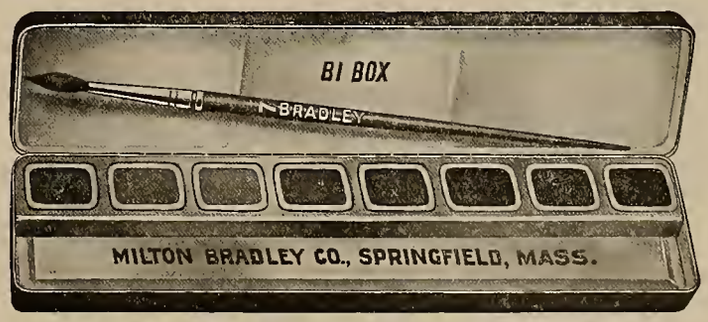

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THE DEVELOPMENT OF THE MUSICAL CONSCIOUSNESS OF THE CHILD

By Cora W. Jenkins
Director of the Jenkins School of Music, Oakland, Cal.

This may seem a rather long title for a treatise if the simple one, "Music Teaching," would suffice; but "Music Teaching" will not suffice, and since we are daily discovering new and wonderful possibilities regarding the inner consciousness of the child, and trying very systematically to permit them expression, I shall have to adhere to my chosen topic.

In the first place, one has to believe in the inner consciousness of music. We must just as naturally know that the child can sing and play as the bird on the bough can warble. We would never think of going through the woods wondering if this grey bird could pipe a tune or that yellow canary its morning song. We know, peradventure, they all chirp and sing and, with no fine distinction, the very appearance of the bird on the bough means a song to the high heavens.

Our human children are denied much and given much by reason of, first, inherited tendencies; second, environment; third, persistent or personal force and its apparent lack.

One of the most damaging influences is that of acknowledged limitation through direct inheritance. The child cannot sing because his father could not; or lacks a rhythmic sense because of a grandfather; cannot accompany because of a similar defection on the part of the mother; when in reality these are merely negative and undeveloped qualities in musical consciousness, common to the human race and not in the least peculiar to this or that particular family.

Set in operation positive qualities and what is the result? A new type—naive, original, individual, the center of a fresh set of stimulating and productive ideas, because differing ethically and spiritually from the grandfather, the father and the mother!

A case in hand—two little girls who entered our school at five and six years of age. I remember their apparent limitations very well, as both were tone deaf (so called) and came of a family hitherto frankly unmusical. We had their interest from the beginning and the hearty cooperation of the parents for regular attendance at lessons, systematic practice and encouragement of industry.

In short, we were left free to win if we could—and we did by manifold processes of developing first the consciousness of hearing related sounds; of musical sentences with words, musical sentences without words; the tonality of the scale as a whole and in parts; the association of rhythmic and simple harmonic ideas; the small descriptive instrumental forms; a "Lullaby," "The Bird in the Woods," "The Little Girl in the Wind," "Doll Housekeeping," etc.; the imagery of child life constantly invoked and made into the kind of little story that charms at an age when all the world's a story book!

Before many months these two little girls began to sing in tune, to recognize melodies, to play musically in their baby fashion. The years of careful study have gone on. Now at high school age, one is playing violin excellently, not only in solo work, but in the high school orchestra, the other, perfecting herself at the piano, and both capable of appreciating the best in music, and intensely alive to their possibilities for unlimited progress.

Contrast this experience with another case of direct inheritance, interwoven quite as closely with environment. A boy of ten was brought to us from an avowedly unmusical home, plus a father who hated music. The boy was never allowed to practice when the father was in the house.

What happened? Did we win? Indeed not. The boy had the same cheerful disposition that his father had, in a reactionary sort of way.

Ordered about brusquely at home, rendered aggressive and obstinate, he took it out on us and the gentle art of music, like wounded love, "lay bleeding."

In countless families they do not know whether the child is musical or not, but, with splendid fervor, they are going to give it a chance. We always enjoy these families and our very personal share in developing the hidden gift.

Appreciation coupled with understanding is the best kind of a halo around the head of a family! For the child in that atmosphere, their child and ours, can be developed as an entity—an independent factor and making for true personality.

We are often told by parents entering our school that our class work is commendable because of the competition engendered.

This is a compliment hastily disclaimed. We not only do not believe in competition, but it is discouraged in our system of teaching entirely. Why should the violet try to unfold like the tiger lily, or the tiger lily like a cypripedium, or a cypripedium like a calochortus?

You know the cynic's fiat, do you not? That a young man marries a girl as unlike his mother as possible and spends the rest of his life trying to make her over.

At this point I can speak vividly on the third controlling element in the development of the child musically, personal force.

I do not really mean magnetism, though I believe all people with dynamic force are necessarily magnetic; but I have in mind that hidden power which propels from within, regardless of obstacles and absorbs opportunities as harrowed ground, the rain.

The negative child is far more difficult of development than the positive; for the one we supply the enthusiasm, the interest, color and activity; about the other we ingeniously set up delicately constructed wind brakes and graceful deflectors.

One of our small boys entered the school the other day, saying as he greeted me, "I am seven years old today!" Upon my sincere congratulations he held his head even a little higher and said, "I'd like to push this house down!" Recognizing his reserve of energy I laughingly responded, "Oh yes, John, but you feel that way inside, not outside!" In a flash he answered, lest I become too complacent an analyst of possibility, "I beat up a boy at school today!" After which, with the utmost good humor, he entered the class-room.

In dealing with the child, if we as teachers have in mind these three factors, the parents, the environment and the inherent force, we can with clearer understanding place about him educational values peculiar to his needs, the result like a mountain trail in the sunshine, perceivable at higher and higher altitudes.

And we can daily fortify ourselves, enlarge our own vision, for all the battles fought and won are not at the front.

It is good to lay away in one's subconscious mind, Robert Service's "Carry On"—

"Fight the good fight and true;
Believe in your mission, greet life with a cheer;
There's a big work to do and that's why you are here.
CARRY ON! CARRY ON!
Let the world be better for you."

* * *

The Kate Kennedy School Women's Club held a luncheon at the St. Francis, Saturday, April 27, Miss Elizabeth E. Kelly presiding. The principal speakers of the day were Mr. James K. Lynch of the Federal Reserve Bank and Rev. Joseph McQuaide, chaplain at the Presidio. Short talks were also given by Miss Regan, Dr. D'Ancona and Superintendent Roncovieri.

* * *

The Yerba Buena School Women's Club held its regular luncheon-meeting at the Fairmont hotel on May 11, Miss Heath presiding. Miss Hart read a most amusing sketch entitled "Miss Frivol's War Work." Miss E. Rosenthal sang delightfully, accompanied by Miss Levinson. The principal speaker for the day, Dr. Augustus Murray of Stanford University, gave a deeply interesting talk on "Greek Studies and the Life of Today." A discussion followed on the attitude of the schools concerning the elimination of the study of the German language from the elementary schools, in which Miss Jones, Miss Hart, Mrs. Brogan, Miss Regan, Miss Duffy and Dr. Murray took part. Miss Regan spoke feelingly against inculcating the doctrine of hate in the minds of the children. On motion of Miss Hobe a resolution was passed to assess each member of the club 50 cents for the Red Cross drive May 20-27.

TEACHERS—GET GOVERNMENT WAR JOBS

All teachers, both men and women, should try the Government examinations soon to be held throughout the entire country. War necessitates thousands appointments. The positions pay from $1,100 to $1,500; have short hours and annual vacations.

Those interested should write immediately to Franklin Institute, Dept.-P-263, Rochester, N. Y., for large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

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The Teachers' Association of San Francisco

Executive Directory

The regular monthly meeting of the executive directory was held in the City Hall Monday, April 15, 1918.

The luncheon committee persented the following statement:

576 luncheon tickets sold at 75c	$432.00
569 luncheons served at 75c	426.75
Guest tickets, decorations and incidentals	17.00
Printing luncheon tickets	5.75

A communication was received from the Council of San Francisco School Women asking that a committee on charter amendments be appointed to work in conjunction with their committee that the work in this line may be made more effective. Suggestion acted upon favorably.

The publicity committee reported that an entering wedge had been made by them. The "Chronicle" and the "Examiner" offered to print any copy which may be sent in from the association.

A resolution from the teachers' Liberty Loan committee asking that each teacher in the department be asked to take an oath of allegiance to our country, was referred to the president for conference with the Board of Education.

Miss Hobe expressed the wish of the teachers of the Girls' High school that all activities within the school department be handled through the Teachers' Association. The president assured her that all activities will be so handled.

The following resolutions were adopted and a copy of same ordered sent to the Board of Education:

By Mr. F. H. Clark—

(1) Whereas, A question of forbidding instruction in the German language in the public schools has been raised by the resolution adopted by the annual convention of High School Principals, assembled in Oakland April 13, 1918,

Be it resolved, by the executive directory of the San Francisco Teachers' Association that we consider the movement for the prohibition of the study of the German language at the present time as yielding to prejudice and hysteria, and that we believe that with proper inspection of the literature employed, the continuance of such study will be in this field our most helpful contribution toward the final overthrow of the military masters of Germany.

By Mrs. M. A. Sykes—

(2) Resolved, That the executive directory of the Teachers' Association respectfully requests the Board of Education to give close attention to the classes in foreign languages, held after school hours in public school buildings, complaint having been brought to the directory that the method of teaching German in these classes is not conducive to the spirit of patriotism which we are endeavoring to foster within our children.

The treasurer reported:

Cash on hand March 18, 1918	$442.94
Surplus from luncheon tickets (unredeemed)	5.25
	$448.19
Expenditures	72.50
Cash on hand	$375.69

The following changes in the personnel of the governing council and of the executive directory were reported to the secretary: Miss Mabel S. Hall of the Sutro school, appointed by the President to fill vacancy in the executive directory. Mr. E. F. Blaney of the Polytechnic High school elected by teachers of Polytechnic High as their representative.

Miss Jennie Dorey, representative Adams Cosmopolitan school.

Mr. L. M. Shuck, representative Columbia school.

Miss E. M. Croasman, representative Daniel Webster school.

Mrs. A. M. Waterbury, representative Edison school.

Miss Pauline Des Roches, representative Portola school.

Miss Foley, representative Roosevelt school.

Miss Leonora O'Brien, president of Adelante Club.

Miss A. J. Johnson, president Ideal Club.

A meeting of the Thrift Stamp committee—a representative from each school—was held in the meeting room of the Board of Education, Monday, May 22, 1918.

Addresses were made by Mr. Eustace Cullman and Mr. Cates of the Thrift Stamp committee and by Dr. D'Ancona of the Board of Education. The teachers were congratulated on the great work which has been done through the school children, and were urged to bend every effort to increase the number of Thrift Stamp buyers until every child is included.

A letter was read from Dr. Levison of the San Francisco Base Hospital, stating that the brain instruments, for the purchase of which the teachers had contributed, had already been given to the hospital. It was suggested that the money so collected be placed in a fund to be used for the comfort of the nurses connected with the hospital, the fund to be under the management of Colonel Manley and Dr. Levison.

The school representatives were instructed to carry the message back to their respective schools, there to discuss the proposition, and send the answer by the principal of each school at a meeting to be held the following day.

A meeting of the teachers' Liberty Bond committee, of which the principal of each school is a member, was held in the auditorium of the High School of Commerce Tuesday, April 23. Mr. A. Altmann presiding.

Cards were distributed from the Committee of One Thousand, to be signed by each member of the school department, stating the amount subscribed for the Liberty Loan and the name of the bank through which the transaction was effected.

A vote was taken upon transferring the moneys collected for brain instruments to a fund for the comfort of the nurses in Base Hospital, Number 27.

The vote was affirmative, four schools voting against the proposed transfer.

Governing Council

A special meeting of the governing council of the Teachers' Association was held in the auditorium of the High School of Commerce, Friday, May 10, Mr. Altmann presiding. He called for the reading of the following letter, which had been sent to each of the governing council:

As president of the Teachers' Association of San Francisco, I am in receipt of two communications, one unsigned purporting to emanate from the faculty of the Polytechnic High school, the other, signed by E. J. Dupuy, containing an expression of opinion from the faculty of the Girls' High school.

Both of these communications raise two important issues, arising out of the action of the executive directory on the question of excluding from the public schools of San Francisco the teaching of the German language. First, whether the executive directory has the right to take initiative action on such questions; second, whether its action in the premises, already taken, represents the sentiment of the majority of the Teachers' Association.

Prior to convening the entire association, I am calling the governing council into meeting for advice, counsel and action.

As a member of that council you are hereby requested to be present at a meeting at the High School of Commerce, on Friday, the 10th of May, at 4:00 o'clock.

The importance of the questions to be considered, in this hour of patriotic duty, requires no urging on my part that you attend.

Very respectfully,
A. ALTMANN,
President Teachers' Association of San Francisco.

The following motion, presented by Mrs. Stuart, was passed:

"That it is the sense of the governing council that the executive directory acted within its province in passing the resolution of April 15."

Mr. E. J. Dupuy, though not a member of the governing council, was asked to speak upon the subject. He stated that the teachers of the Girls' High school had asked for a general meeting of the association. He thought that no decision should have been rendered by the executive directory, that the matter should have been postponed for a month to allow discussion on the matter by the entire teaching body. This view of the question was discussed by Mr. Blayney of the Polytechnic High school, Miss Hobe of the Girls' High and Miss Heath of the Redding school. The opposite view was taken by Miss Hart of the Agassiz school, Miss Gilchrist of the Hamilton and Mr. Clark of the Mission High school.

The following resolution by Mr. Faulkner of the Horace Mann school was passed:

"That we re-refer the resolution passed by the executive directory on April 15 to that body for their consideration."

Mr. Dupuy proposed a general meeting of the association. His sentiments were seconded by Mr. E. F. Blayney, Mr. W. A. Kirkwood and Miss Mary F. Mooney. Those voicing objections to such a meeting at this time, when the teachers are swamped not only with school work, but with activities arising from war conditions, were Miss Alice Power, Mrs. M. FitzGerald and President A. Altmann.

After a lengthy discussion the following motion by Mr. Kirkwood was carried:

"That a meeting of the entire association be called in the immediate future," many members wishing to hold this meeting for the purpose of amending the constitution.

FRANCES A. C. MOONEY, Secretary.

* * *

The many friends of Superintendent Charles H. Covell of Redlands will be grieved to learn that ill health has compelled him to retire from school work. Mr. Covell has had a very successful educational career. For more than ten years, before coming to this State, he held various school positions in the Philippines, his last being that of president of the normal school.

Mr. H. G. Clement, formerly principal of the high school, has been elected to the position made vacant by the resignation of Mr. Covell.

* * *

Miss Anna Martin, candidate for United States Senator in Nevada, was formerly a school teacher and made a specialty of history. She was a popular lecturer at teachers' associations.

* * *

F. J. Armstrong, manager of the Yosemite Valley Summer School, has prepared a splendid program. See Los Angeles City Teachers' Club Bulletin.

* * *

The San Francisco teachers are contributing ten per cent of their salaries for June to the Red Cross.

* * *

Teachers, Attention.—Wanted, two good salesmen, men or women; salary paid. Harr Wagner Pub. Co., 239 Geary street, San Francisco.

* * *

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The Pacific Kerodox Burner turns your coal or wood stove into a gas range. It is clean, safe, cheap. It is a simple device, and now that we face a fuel famine it is especially opportune. The Kerodox burner uses kerosene. One gallon will operate a two-flame burner for four and one-half hours. Professor Southall of the Columbia University explains how the inventor has overcome the ordinary difficulties arising from the frequent attempts to perfect a coal oil burner. The price is $17 to $19.50. Write for circulars to Pacific Kerodox Burner Company, 507 Market street, San Francisco, Cal.

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RECONSTRUCTION

Edited by Ednah Aiken

COPY OF THE LETTER FROM THE PRESIDENT OF THE UNITED STATES ENDORSING THE PROGRAM OF THE "CHILDREN'S YEAR"

THE WHITE HOUSE
Washington, D. C.

March 29, 1918.

Honorable William B. Wilson,
Secretary U. S. Department of Labor,
Washington, D. C.

My Dear Secretary:

Next to the duty of doing everything possible for the soldiers at the front, there should be, it seems to me, no more patriotic duty than that of protecting the children, who constitute one-third of our population.

The success of the efforts made in England in behalf of the children is evidenced by the fact that the infant death rate in England for the second year of the war was the lowest in her history. Attention is now being given to education and labor conditions for children by the Legislatures of both France and England, showing that the conviction among the Allies is that the protection of childhood is essential to winning the war.

I am very glad that the same processes are being set afoot in this country, and I heartily approve the plan of the Children's Bureau and the Woman's Committee of the Council of National Defense for making the second year of the war one of united activity on behalf of children, and in that sense a children's year.

I trust that the year will not only see the goal reached of saving one hundred thousand lives of infants and young children, but that the work may so successfully develop as to set up certain irreducible minimum standards for the health, education and work of the American child.

Cordially and sincerely yours,
(Signed) WOODROW WILSON.

The second year of the war should be marked by determined, Nation-wide effort on behalf of children. Other warring countries have learned that national security requires the protection of childhood. They are proving their conviction by extraordinary effort and large expenditures. The Children's Bureau of the U. S. Department of Labor and the Department of Child Welfare of the Woman's Committee of the Council of National Defense are therefore calling upon the United States to heed the experience of Europe and to make the second year of the war in fact as well as in name a children's year throughout the country.

Careful study of the available sources of information about child welfare in the principal warring countries reveals striking developments of work to save the life and health of mothers and babies, and to maintain family life and home care of children. For example, England during the second year of the war reduced her infant mortality rate to the lowest point in her history, and a special report issued in 1917 by the medical officer of the Local Government Board of Great Britain sets forth the simple methods by which this was accomplished. The new war-orphan laws of France and Italy make special provision for children whose homes have been broken by the casualties of war.

The importance of community work for older children is also emphasized. Many of the exemptions to child-labor laws permitted by England and France in the early months of the war have been abolished. Bills to provide fuller education, physical training, and occupational teaching are pending in the parliaments of England and France. England has for the last twelve months allowed government funds for the support of children's play centers.

The volunteer effort which must usually precede constructive action by the government has been even more extended. In each country about which we have information, special work to save babies' lives and to provide for children's care has been carried on since the beginning of the war; and as the war has progressed provision for children's recreation and for protection against delinquency has received increasing attention.

Foreign authorities agree that child-welfare work must be developed now in the midst of exhausting war; the future of each nation makes this imperative. As examples of official statements which are found in the reports from every country, we quote only two. The first is taken from the last annual report of the chief medical officer of the British board of education:

The European war has given new emphasis to the importance of the child as a primary national asset. The future and strength of the nation unquestionably depend upon the vitality of the child, upon his health and development, and upon his education and equipment for citizenship. Great and far-reaching issues have their origin and some of their inspiration in him. Yet in a certain though narrow sense everything depends upon his physique. If that be sound, we have the rock upon which a nation and a race may be built; if that be impaired, we lack that foundation and build on the sand. It would be difficult to over-estimate the volume of national inefficiency, of unfitness and suffering, of unnecessary expenditure, and of industrial unrest and unemployability to which this country consents because of its relative failure to rear and to educate a healthy, virile and well equipped race of children and young people. There is no investment comparable to this, no national economy so fundamental; there is also no waste so irretrievable as that of a nation which is careless of its rising generation. And the goal is not an industrial machine, a technical workman, a "hand," available merely for the increase of material output and the acquisition of a wage at the earliest moment, but a human personality, well grown and ready in body and mind, able to work, able to play, a good citizen, the healthy parent of a future generation.

Again, in France, the minister of public instruction says:

The question of school attendance was never more pressing; never was the diligence of our pupils more necessary; but never were there more obstacles in its way. Double will be tomorrow the task of the public of today; twice as intense, therefore, should be their preparation for this task, and it is precisely at this hour that, in the absence of their mobilized fathers, they run the risk of escaping all educational influences. Therefore, more than in time of peace, we should fight now against the obstacles in the way of school attendance.

If argument were needed for greater attention to the physical care of children in the United States, it is found in the result of the first draft with its rejection of one-third of the men as not physically sound. We are told that a large proportion of the rejections were for causes dating back to infancy and early childhood, which could have been removed had they been recognized and treated at the right time. The weighing and measuring test mentioned in this circular is intended to aid in forestalling like deficiencies in the young of today.

The Program

A working program for children's year has been prepared by the Children's Bureau. Through the Department of Child Welfare of the Woman's Committee of the Council of National Defense and through the State and county Councils of Defense this program is being placed before the child welfare committee of each local council. Upon the activities of these local committees and the response and cooperation of individual people in each community the success of children's year depends. Those who wish to further the work for children's year should therefore get in touch with their local Council of Defense.

Everyone can help: Not only mothers and fathers, teachers, physicians, infant-welfare nurses, and other social workers who have to do with children, but men and women experienced in organization, and young people with leisure and good will—in fact, all who want to do their bit in children's year—will find some way to serve their local committees.

For practical convenience, the work proposed for children's year is grouped under certain topics, four of them concerned primarily with the needs of normal children living in their own normal homes, and a fifth concerned with the special problems of children whose homes have been broken down, or who for any reason need unusual care:

I. Public protection of mothers, infants and young children.
II. Home care and income.
III. Child labor and education.
IV. Recreation.
V. Children in need of special care.

Children's Year Material

In each of these five phases of the year's activities, the working program of children's year includes, first, definite questions by which the situation in a community may be reviewed, and second, definite suggestions for work to be done. Copies of the working program, and other children's year material described below, will be supplied, upon application, by the Department of Child Welfare of the Woman's Committee of the Council of National Defense, 1814 N street, N. W., Washington, D. C. The other material includes:

Record cards for the weighing and measuring test. Local chairmen, in asking for record cards, should give an estimate of the number required for reaching all children in their neighborhood. It is especially desirable that in rural communities local chairmen should distribute cards to parents who live too far away to bring their children to a central place for the test.

Leaflets, explaining the methods for carrying out the activities suggested; for example, two leaflets on the weighing and measuring test, with suggestions to committees and suggestions to examiners, are ready for distribution; and another leaflet in community work for the public protection of mothers and young children is in press.

Press articles for use by local committees in connection with each of the main topics of the working program; a series of press articles will be prepared for the exclusive use of children's year committees.

Copies of the general publications of the Children's Bureau can also be secured through the Department of Child Welfare of the Woman's Committee, 1814 N street, N. W., Washington, D. C., or directly from the Children's Bureau, U. S. Department of Labor, Washington, D. C.

March 8, 1918.

* * *

STATE QUOTAS OF BABIES TO BE SAVED DURING CHILDREN'S YEAR

The Children's Bureau of the U. S. Department of Labor has announced the number of lives each State is asked to save in the campaign to save 100,000 babies and young children during children's year, beginning April 6. Announcement of the purpose to wage such a campaign was made some time ago by the Children's Bureau and the Child-Welfare Department of the Woman's Committee of the Council of National Defense, and the response, which has surpassed all expectations, indicates that efforts to promote the health and welfare of children are to be more vigorous this year than ever before.

The saving of 100,000 lives of children under five is only one part of the big program for the welfare of 30,000,000 children under fifteen in the country. It is realized by all concerned that the standards of child protection must not be relaxed during war times, and the United States is expected to profit by the experience of other warring countries, where the importance of safeguarding childhood is emphasized as never before.

The campaign to save 100,000 lives of babies and young children in the United States during the second year of the war is to be inaugurated by a national weighing and measuring test beginning April 6, the anniversary of the declaration of war by this country. In announcing the quotas the Children's Bureau said:

"In order that each State may feel responsible for a definite number of lives to be saved, quotas have been assigned to the various States, the apportionment being made on the basis of the population under five according to the 1910 census. This, of course, cannot take account of the varying death rates in the different States where death rates are known.

"In about half the States of the country, comprising nearly one-third the population, the registration of deaths was not sufficiently complete to warrant their inclusion in the registration area when the latest reports were published. The registration of births is seriously deficient in a still larger number of States. For that reason the apportionment of quotas of infant lives to be saved could not be made upon the basis of the infant mortality rate, which is based on the number of deaths under one year and the number of recorded births. Thus the only basis for the assignment of quotas uniformly applicable to all the States is the population as shown by the Federal census. As the effort for the hundred thousand lives applies to the specially hazardous period of life under five years of age, the quotas are calculated upon the basis of the population under five.

"In making the apportionment on this basis it was realized that a high mark is thus set for States in which the death rate among young children is already low. On the other hand, the mark set may be low for some States where the child death rate is excessively high. It does not appear to be possible to avoid some situations of this kind by any method of apportionment that could be devised with the data now at hand. If the registration of births and deaths were complete in all the States, an apportionment of quotas of the 100,000 lives to be saved by the various States could be made upon a different basis."

Plans for the celebration of children's year, of which the saving of 100,000 lives is one feature, are being developed by the Children's Bureau in co-operation with the Child-Welfare Department of the Woman's Committee of the Council of National Defense. The safeguarding and protection of children is looked upon as a patriotic duty in view of the unavoidable wastage of human life incident to war. It is expected that the 5,000 or more local committees of the Child-Welfare Department of the Woman's Committee will be able to carry the campaign to every community in the United States. This is looked upon as essential to the success of the movement, for in the last analysis, every community must save its own babies if they are to be saved at all. State and Federal agencies, either official or voluntary, can make plans and offer suggestions, but each community must bear its full share of responsibility in making the campaign a success.

The quota assigned to California of lives to be saved is 1,882.

* * *

The Science and Art of Teaching, by D. W. LaRue, published by the American Book Co. In this work emphasis is laid on the fact that teaching is becoming an efficient art, because we are learning to base it on scientific certainty, on results of schoolroom experiment.

The author says "Aside from material equipment four factors determine the success from educational efforts. They are (1) the child, (2) the teacher, (3) the world, especially as represented in the course of study and (4) the educational ideal."

One part of the book is devoted to the "Nature of Teaching," other parts to "Method and What Determines It," "Method as Determined by the Nature of the Child," "Method as Related to the Teacher," "Teaching as Conditioned by Subject Matter," and "Educational Practice as Influenced by the Educational Ideal." Particularly valuable are the expositions under the topics, "The Teacher Should Know the Child." Bear it ever in mind that you are to teach children, rather than branches of study.

The teacher should know the world. "The teacher must know the curriculum, but if this is all he knows, if he has not touched the larger and more real world through business or travel or some other kind of social intercourse, or if he knows it only through the touch of polite society, both he and his pupils are fortunate,"

3. The teacher should know himself.

4. The teacher should know the educational ideal. "What is the child to be and to do, both as child and as adult?"

It is not enough to know the ideal as one knows the multiplication table; he must live it as he lives his songs and prayers. "Best of all is the teacher who may well be described as aspiring, who has conceived a great purpose and who daily endeavors to accomplish it. Neither can we develop anything from a child that his natural constitution has not made possible. The strong-minded teacher who attempts to stamp himself upon the child instead of developing that child's personality may be the worst of all teachers."

The book will repay a careful perusal.

* * *

I question whether our teachers appreciate the psychological elements involved in the teaching of Art. I fear they are prone to disparage utility—to give it contemptuously a second place. It seems to me that much of our so-called Art instruction in the past went stale because utility was despised.—David Snedden.

Some Reasons Why You Should Adopt

WEBSTER'S EARLY EUROPEAN HISTORY

BECAUSE: It Is Interesting
All teachers agree that interest is a sine quo non in a First Year history. All those who have used this text declare that it excels in interest. In it the story element prevails; the personal side of history is emphasized; the illustrations are real side lights; and the evolution of constitutions, accounts of wars and all other dreary material are reduced to a minimum.

BECAUSE: It Includes the Ancient and Medieval Periods
This division of the subject is rapidly gaining in popularity. The plan has been adopted by practically all of the high schools of New York and New Jersey; by the States of Indiana, Minnesota, Kansas and Utah; and by more than one hundred schools in California, including those of Oakland, Sacramento, Berkeley and San Francisco.

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A SUMMER CHAUTAUQUA IN THE TREES OF YOSEMITE

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Author of "In and Out of the Old Missions of California," "California, Romantic and Beautiful," etc., etc.

Open-air life in California is more and more appealing to the intelligence of those who live in the Golden State, and those who come for a more or less prolonged visit. The pure, sun-laden air, the beauty of the trees and flowers, the charm of the mountain peaks covered with snow during a large part of the year, the sweet singing of the birds, the delicious odors that come from fragrant flowers, shrubs and trees, the wonderful cobalt of the sky make a combination that one cannot resist after he has once felt its spell.

The Yosemite Valley, owing to its incomparable mural faces, its sculptured domes, its many waterfalls, its Indians, with their legends, traditions, dances and simple primitive life, the trees and flowers, and the allurements of the trails which lead to the stupendous summits of the Sierras, has always possessed an allurement ever since it has been widely known. And now that the U. S. Government has made of it, and of hundreds of square miles surrounding it, a national park for the pleasure and delight of the people, its number of visitors is annually increasing. Yet the very fact that it is national domain, set apart for public use, practically prohibits private ownership. Owing to the homestead laws, however, one patch of one hundred and sixty acres was found a few years ago that could be purchased. Accordingly a plan was set in motion whereby this one hundred and sixty acres could be divided into lots and sold, upon which mountain and tree lovers could come and build their summer cottages, bungalows, log houses or shacks. The plan was in the hands of men of vision, led by Professor Harley R. Wiley of the State University, at Berkeley, for they saw a possibility here which they hoped to visualize into reality.

Last year this reality was seen in the Foresta Assembly. The plan was that an open-air assembly should be started, controlled by the lot-owners themselves. Distinguished men and women should be invited to purchase lots and put up their unpretentious places, and then each day and evening, under the pines or around the campfire, lectures should be given, discussions take place, songs be sung, fine music rendered, and that exquisite touch felt of mind to mind, and soul to soul, in such a place of serenity and beauty, peace and health.

Last year I was invited to conduct such an assembly, and accordingly when we met we were entertained by Ellen Beach Yaw, the world-famed prima donna, whose flute-like voice has the range of more than an octave higher than that of any other singer; Clarence Eddy, America's foremost organist; Mrs. Clarence Eddy, whose rich contralto is as joy-giving as the fluty warblings of Madame Yaw; Fred Emerson Brooks, poet of California, wit, humorist and incomparable reader of his own poems; Professor W. A. Setchell, beloved of all who know him, head of botany department at the State University; Mrs. Selah Merrill, wife of our consul-general at Jerusalem for many years; Mrs. Ellen Weatherbee, intimate friend of Joaquin Miller and other literary notables of the earlier days; Cary W. Hartman, the founder and director of the celebrated Hiawatha plays in New York; Mrs. Ida Mansfield Wilson, lecturer upon the higher things of the soul; Henry Meade Bland, professor of English literature of the State Normal school; David Starr Jordan, chancellor emeritus of Stanford, who gave us fascinating talks on Robert Louis Stevenson, travel, etc., and myself, whose illustrated lectures and talks on the Southwest and California's literature are fairly well known.

Three session were held daily—out in the open, under the shadow of the arboreal monarchs that clothe the mountain slopes—and we were a merry, happy, healthy, jolly crowd, enjoying the rich feasts of the mind none the less that we were clothed in our oldest garments and living in thoroughly Bohemian fashion. The management, however, has provided in first-class style for all creature comforts. A comfortable and commodious dining-hall is built and the kitchen is presided over by a Palace hotel chef, lent for the occasion. There is a fine, pure water system, sanitary toilets, bath tubs, with abundance of hot and cold water and electric lights. Bungalow tents with all conveniences and many luxuries are provided, or one can bring his own tent or rent one from the valley and live the simple life, enjoying his own or his wife's or sister's cooking. Hence the capacities of all purses are provided for.

This year the assembly will meet about the middle of June and last for a month. The program will be just as varied and attractive as before, with all the old "stars" and several others, such as Edgar Lucien Larkin, the eminent astronomer, who will give illustrated lectures upon the stars, and night talks upon the various constellations, nebulae, etc.

A beautifully illustrated booklet has been prepared, giving full particulars, and those who desire to learn further of this charming assembly at Foresta, in the Yosemite National Park, are invited to write to me, addressed care Foresta Assembly, 625 Market street, San Francisco.

* * *

Elementary Social Science, by Frank M. Leavitt and Edith Brown, published by The Macmillan Co., is a wonderful little book of perhaps one hundred pages, well-indexed and questionaired, if it be permissable to coin a word to express the summaries of interrogation placed at the end of each chapter. The preface states:

"This elementary study was prepared primarily for that large group of pupils who leave school and enter upon their occupations without completing a four-year high school course."

This is a sensible book, for at the outset the teacher is warned against too strict conformity to the outlines given. Such conformity is declared to be entirely unnecessary, and the teacher who follows the spirit rather than the letter of the questionaires will arouse a livelier interest in her subject than by a cut and dried adherence to the printed page.

At the head of each chapter is a charted summary or syllabus of what is to follow. This method will prepare the mind for what is to be considered in the chapter, and also forms a most excellent basis for review easy to be remembered, and taken at a glance—for instance consider the subdivisions of Chapter III.

Labor.

I. Earning a living.
  1. Working for one's self.
  2. Working for an employer.
II. Slave labor and free labor.
III. Employers and employees today.
IV. Rewards of labor.
  1. Opportunity to work.
  2. Increasing earning power.
  3. Leisure.
  4. Satisfaction.

Besides being a syllabus and a review chart, just see what a fine outline it is for a composition.

The syllabic thus presented taking the book as a whole would make a fine monograph for film presentation. If we are to make the illuminated screen take its proper place as a factor in education, it must be used not only for pictorial presentation, but for maps, outlines and correlations, especially for topical outlines and chart effects.

In the near future other extracts will appear from this little book in elementary social science. A copy of it should be in the hands of every teacher who is trying to teach civics with the present state text book.

* * *

R. H. Lenkeit, the well-known and popular San Franciscan, has been appointed Pacific Coast manager for the Blackstone Institute of Chicago. Mr. Lenkeit has had a wide and successful business experience. He speaks several languages, and is a man of energy and enthusiasm. He became interested in the Blackstone Institute while studying law. This institution is the very best of its kind, and is of great service to men and women who desire to widen their knowledge on practical law problems. Mr. Lenkeit has opened offices at 239 Geary street, where he will be glad to have you call and get information about the course in law. The Blackstone Institute has hundreds of letters of endorsement: among them are letters from Prof. Wm. Carey Jones of the University of California, and Henry Melvin, Justice of the Supreme Court of California.

* * *

The following changes in high school principalships have already been announced: Osmin R. Hull of Crescent has been elected at Sebastopol; C. E. Vandeventer, the former principal, it is reported, has been drafted. J. E. Gore of Aetna Mills has been elected to succeed Ralph R. McMasters at Oakland. Chas. M. Fulkerson of Point Arena goes to the high school at Lincoln, Placer county.

* * *

The State Board of Education, on the recommendation of Will C. Wood, commissioner of secondary education, has eliminated the teaching of German language from the high schools of the State.

* * *

The Dramatic Method of Teaching, Finlay-Johnson, Ginn & Co., 20 Second street, San Francisco, $1. This little book, edited by Ellen M. Cyr, will be welcomed by those teachers who believe in leading "their pupils into activities which, based upon the fundamental instincts of child nature, are to test and examine everything and to attempt all feats."

The author, Harriet Finlay-Johnson, teacher in an English village school, says in her introduction: "I realized that I must get my pupils to converse freely with me, and not merely to listen to me or answer my questions. Here was the main difficulty—to obtain free, natural and spontaneous conversation, real self-expression from pupils—to establish the relationship of fellow workers, friends and playmates. The method of learning lessons by playing and acting them had the advantage of not being confined to any one place—a room, or the open air—either would do."

There are chapters devoted to the teaching of history by plays, the adapted play, the original play, a Shakespearean play, a girls' play; even geography, nature study and arithmetic are studied by means of plays. The book is most interesting and will give an idea in more than one direction.

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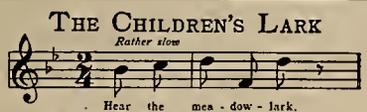

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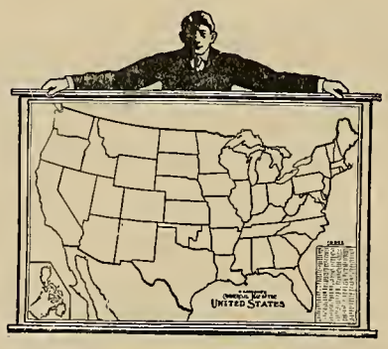

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THE

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Vol. XXIV SAN FRANCISCO, JUNE, 1918 No. 6

MEETINGS

Bay Section the California Teachers' Association; Wm. J. Cooper, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, F. H. Boren, Lindsay, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the Califnroia Teachers' Association; E. E. Brownell, Gilroy, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, Mrs. Agnes Ray, George W. Stone.

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Editorial

ARMAGEDDON

The poem of Armageddon by Edwin Arnold is the battle cry of today among the soldiers of America and the allied armies. This poem, with its historical significance, is our white banner of hope; our song of a new brotherhood; our only hope for the peace of the world. It puts into poetic expression the ideas of the true American ideals. Armageddon was the great battlefield of the Old Testament, situated in the great plain of Esdraelon, which extends across Central Palestine. Here Gideon won over the Midianites, and here occurred the death of Saul, and of Jonathan. It was the scene of the meeting place of so many of the ancient armies that it is looked upon as a typical battle-ground.

Armageddon

1

Marching down to Armageddon—
Brothers, stout and strong!
Let us cheer the way we tread on,
With a soldier's song!
Faint we by the weary road,
Or fall we in the rout,
Dirge or Paean, Death or Triumph!—
Let the song ring out!

2

We are they who scorn the scorners—
Love the lovers—hate
None within the world's four corners—
All must share one fate;
We are they whose common banner
Bears no badge nor sign,
Save the light which dyes it white—
The Hope that makes it shine.

3

We are they whose bugle rings,
That all the wars may cease;
We are they will pay the Kings
Their cruel price for Peace;
We are they whose steadfast watchword
Is what Christ did teach—
"Each man for his Brother first—
And Heaven, then, for each."

4

We are they who will not falter—
Many swords or few—
Till we make this Earth the altar
Of a worship new;
We are they who will not take
From palace, priest or code,
A meaner Law than "Brotherhood"—
A lower Lord than God.

5

Marching down to Armageddon—
Brothers, stout and strong!
Ask not why the way we tread on
Is so rough and long!
God will tell us when our spirits
Grow to grasp His plan!
Let us do our part today—
And help Him, helping Man!

6

Shall we even curse the madness
Which for "ends of State"
Dooms us to the long, long sadness
Of this human hate?
Let us slay in perfect pity
Those that must not live;
Vanquish, and forgive our foes—
Or fall—and still forgive!

7

We are those whose unpaid legions,
In free ranks arrayed,
Massacred in many regions—
Never once were stayed:
We are they whose torn battalions,
Trained to bleed, not fly,
Make our agonies a triumph,—
Conquer, while we die!

8

Therefore, down to Armageddon—
Brothers, bold and strong;
Cheer the glorious way we tread on,
With this soldier song!
Let the armies of the old Flags
March in silent dread!
Death and Life are one to us,
Who fight for Quick and Dead!

—Edwin Arnold.

* * *

I AM THE RED CROSS

I am the Symbol of the pity of God.
I am upon the flaunting banner of victory and the drooping guidon of defeat.
I am the token of peace in the midst of battle, of gentleness shining through the sombre midst of hate.
I am a chevron on the sleeve of mercy, an honor mark set high upon the brow of compassion.
I am the color of blood spilled for democracy, the form of Christ's tree of agony, and my followers at need crucify themselves to make men live.
I carry the hope of life into the red pits of death, and a dying soldier salutes me and smiles as he goes to trust the mercy of God Almighty.
I stand for the organized love of mankind, the co-ordinated impulses of young and old to do good, the sacred efficiency of human service.
I mark the flag under which are mobilized the forces of industry and finance, of church and school, of capital, of labor, of genius and of sinew.
I am Civilization's Godspeed to those who defend her; I am the message from home.
I am the symbol of the pity of God. I Am the Red Cross —Henry P. Dowst.

* * *

HIGHER SALARY FOR GRADE TEACHERS

Teachers' Salaries and Civilization

Dr. Joseph Swain, Chairman of the National Education Association Committee on Teachers' Salaries, will deliver an address at the Pittsburgh meeting on "Our Profession Shall Not Go Into Bankruptcy." He will present eye-opening facts showing how salaries have not kept pace with the increase in the cost of living. He will also face the problem courageously and point the way out. Dr. Swain and his committee are in close co-operation with the National Education Association Commission on the National Emergency in the nation-wide drive for increased salaries, for efficient educational readjustment, and for the enlistment of the profession to carry out the big national program to meet the present crisis in education.

The following statement is issued by Dr. Swain's committee to help in the drive:

Teachers' Salaries and Civilization

Present salaries will not meet the ever-increasing cost of living.

Teachers are leaving their school-rooms by the thousands.

They are taking up war work or entering industrial occupations.

Their places are being filled, if at all, by unprepared and inexperienced recruits.

Oonly our best efforts can maintain present standards.

Our children need the best the country can provide.

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ANNOUNCEMENT

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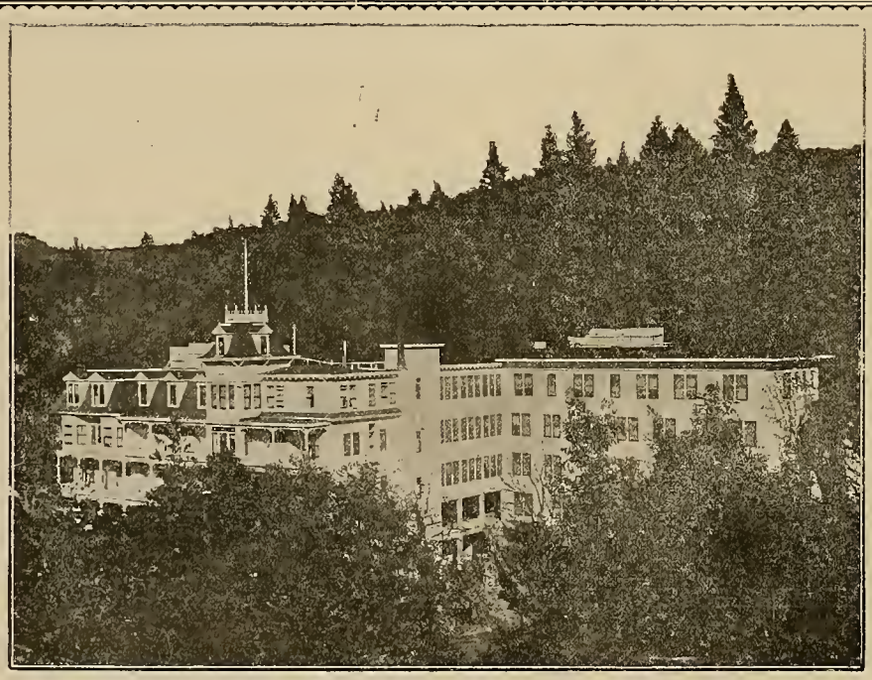

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THE
WESTERN JOURNAL OF EDUCATION

The Ancient Order of Mozurians

THE LAST GREAT BATTLE

In the last issue was chronicled the handwriting upon the wall, foretelling the final overthrow of schooling as an ornament—schooling in England to distinguish "scholars and gentlemen" from yeomen and tradespeople; in Germany, to sort out the autocrats by divine right from earth-born helots of subserviency; in the United States, in struggling imitation, to distinguish book-learned pedants from experience-made workmen of the nation. It requires no facile gift of prophecy to foresee the inevitable. France has already seen the light. England is now hastily recognizing it. Germany must pay for her blunder by annihilation. The United States is at the dawn. Now that Armageddon is upon us, the writing is plain that when warring is over, the new Democracy will proceed ruthlessly to reorganize its schools for use.

In the past, with schooling supported as a social ornament, pretense concealed by phraseology without meaning has been the capital stock of schooling. Education—quite another thing from schooling—has made gigantic strides propelled by the forces of necessity in government, society and industries. The book-phrased pedant of the schools has been permitted to mumble his Latin, to decorate himself with his petty scholastic honors, to claim what he playfully pleased. The world of civilization, never taking its schools seriously, has moved on without them, leaving them centuries behind. The Order of Camouflage has directed the schools' ornamental frivolities. The great College of Horse Sense of the Ancient Order of Mozurians has, unbooked and experience-made, performed for civilization the duties which schooling should have performed.

In our last issue it was veraciously recited that King Brian Boru, First King of Ireland (the greatest of all kings and prophets, past, present or future), foretold, in his Book of the Centuries, that when Armageddon should come to pass, then should the Mozurians arise in their last final battle for the extermination of the Order of Camouflage. The faithful were ordered to publish from this book the Great Deadly Parallel which should set forth the contradictions of schooling for ornamental pretense, as established by the Order of Camouflage, with the obvious Truths of the College of Horse Sense, in insistence that education is for use. Here is:

THE DEADLY PARALLEL

I. Uniformity of Schools vs. No Uniformity of Pupils

Obvious Facts.—Children are born different. They grow ever to be more different. They differ in kind and in degree of native gifts, in rates of advancement, in motives to action, in personalities, in vigor of health, in particular ambitions, in goals of later life.

Existing School Practice.—The school has only one course—uniform for all; it requires a fixed rate of advancement, one motive for study regardless of all differences cited. There is no means whereby the pupil of superior endowment in a certain ability may obtain more training in that gift than one who is deficient in it; both are linked in indissoluble uniformity.

Mozurian Inquiry.—Show us justification for this disregard of nature. Show us two pupils, not uniform, who have been made uniform by schooling. Show us how, under the existing system, the genius and the near-genius—the chief capital of civilization—can be capitalized. Show us one educational advantage for uniformity substantiated by visible, recognizable evidence of fact. Show us any defense for neglect to reorganize except that of lethargy and timidity.

Obvious Reconstruction.—Provide some administrative mechanism by which each pupil has the guarantee that he may learn what is necessary and desirable for him, according to his measure, permitting him to develop his productive native abilities to the fullest degree, and to move by his own ambitions, at his own rate, and according to his inherent motives.

II. The Faculty Dogma vs. Specific Training

Obvious Facts.—That primeval superstitution concerning the human mind which pictured it as divided into compartments, or "faculties," known as the observation, the memory, the imagination, the reason, etc., is now wholly abandoned. We may improve our ability to memorize words without improving the ability to remember ideas expressed by those words. We may improve the observation of laboratory experiments without improving the observation of the common applications of these experiments in life. We may improve the reasoning in algebra without improving the reasoning necessary to go in when it rains.

Existing School Practice.—The course of study and the methods of teaching in schools and colleges, except those of reading, writing and very elementary arithmetic, were shaped in historical times when the "faculty" superstition was accepted. These school courses have never been changed even though the claim for the existence of the faculties has long since been abandoned. The topics and arrangement of our mathematic courses today are patently formulated to the purpose of training the faculty of reason; our science is shaped to train "the faculty of observation." The high school curriculum is almost wholly made of these faculty trapezes. The college and university courses, with the exception of the specifically vocational courses, are in strict accord with it. Frobellian kindergartenism maintains faculty training as its cornerstone. The elementary school subjects of grammar, problem arithmetic, literature, manual training and art, etc., are honeycombed by the dogma.

Mozurian Inquiries.—Show us the use of Latin in visible, obvious results, in the present world. Show us the use, in any terms, except those of pedantic superstition. Show us the use of mathematics as the school tests and school methods present it. Mathematics in the world is useful—is indispensable—but how does school mathematics as a faculty discipline of the schools justify itself? Show us the useful products of school science, school literature, school history, school in any terms of world utility. Show us any material percentage of pupils whose spoken and written language has actually been improved by the course in school grammar. Show us visible results of the existing drills in the problem arithmetic of the tests. Show us pupils who, entering life's duties, have been qualified to enter vocations by virtue of the conundrums of arithmetic and texts impossible and unknown in the world's workshops.

Obvious Reconstruction.—Texts, topics and methods must be entirely reconstructed in order to train to a specific goal; this goal must be a useful skill or knowledge in world utilization; the results of training must be demonstrable and not rest upon hypothesis, visions, or phrases.

III. Learning by External Force vs. Learning by Internal Dynamism

Existing School Practice.—The school, as it is and has been, has never used, to any appreciable extent, any motivating force of education except external authority. The few exceptions to this rule occur IN SPITE OF school administration.

Obvious Fact.—To the slight extent that physical habits enter into education, learning by external authority is a possible but not efficient method. In all higher thinking processes, external authority is not a teaching tool. We cannot, by external authority, compel invention, discovery, honesty, patriotism, business acumen, sympathy, love, nor any of the prime elements which go to make up character, leadership or success. All that external authority can yield is the outward physical appearances of some of these

qualities and the most elementary physical habits pertaining to them. Dynamism is a self-generated product and naturally resists external force.

Mozurian Inquiry.—Show us a discovery, an invention, a social betterment, a poem, a painted picture, or other product of concentrated mental effort which has ever been created by forcible duress. Show us a genuine repentance, a desire for moral betterment, a kindly act, a feeling of sympathy, a sense of justice or any other product of character or higher thinking which has been produced by external compulsion. Show us any product of learning in school by compulsion which is more than muscular habit or word memory. Show us in life any product of learning, other than muscular habits or word memorizing, which is not the result of some dynamic mental activities set off within the individual by his own personal ambitions or interests independent and in spite of school compulsion. Why, then, is external compulsion the only motivation used for the learning process in school?

Obvious Reconstruction.—We must reorganize our schools fundamentally to permit self-generating dynamism for external compulsion as the tool of teaching. It looks impossible? But dynamism is the only force civilization outside the school has ever used.

IV. Training Serfs of Autocracy vs. Training Citizens of Democracy

The School.—The schools of monarchies and autocracies ever have had for their object the training of serfs, not citizens. It was from patterns of this sort the school historically originated. When the American government was established there was neglect to change the schooling process from self-production to citizen production. Tradition carried over the schooling for the making of serfs of autocracy into the American democracy's schools. The anachronism is still with us. The administrative system, the class management, the school discipline, the methods of teaching are all the same processes, visibly unchanged, by which centuries ago serfs were trained in autocracy!

Obvious Fact.—By training youth, blindly and unthinkingly, to obey orders, the product can be not citizens. If we would train youth in self-thinking, self-responsible American citizenship, then youth must, in the process of the training, have freedom and the motives necessary for self-thinking, self-responsibility and citizenship.

Mozurian Inquiries.—Show us a man trained by the school system to do only that which is measured out for him to do and we will show you a man who has not yet learned the first lesson in life's struggle for existence. Show us a man with the ballot who has been trained by the schools not to do certain things merely because they were forbidden him to do, and we will show you a man who has not learned the first lesson of democracy—he has been learning the chief lesson of autocratic government. Show us a man who has been trained by his school to perform tasks without motive, without knowledge of whether he is going, without the exercise of his own judgment, with no reason other than to obey external directions, and we will show you a man who, so far as this schooling trains, has a deadened mind, and who can not be trusted in life to act wisely nor safely for himself, for society, or for the state.

Obvious Reconstruction.—Our schools in management, methods and administration must be made schools for the training of citizens of a democracy. Is it impossible? Then democracy is impossible.

Obvious General Conclusion.—We can not attempt to reorganize our school system unless we first tear out these false foundations. It is folly to expect newer subjects and modern purposes to be taught more productively by schools while we retain this old and false machinery. To undertake such folly is obvious and conscious camouflage. The line-up between genuine, competent workmen and camouflaging opportunities takes place at this issue.

The Final Triumph of Obvious Common Sense.—"And when the final hour has come," the Book of Prophecy continues, "and the scales having fallen from the eyes of war-worn nations, democracy itself will rise to reorganize its schools upon substance and reality. Then let every Mozurian gird up his loins and go forth with the sword of vengeance in the right hand, and with fagots of fire in the left hand. Let him seize the traditions of the Order of Camouflage, their theories, their psychologies, false philosophies, pedantries and poppycock, doctrines, digests and dogmas (made in Germany); their paints, putty, shibboleths and everything that is of their order, most especially their sole book of guidance—"The Plausible Policies and Procedures of Pot-House Politicians"; carry these to the highest mountain of the earth and there, amid festivity and rejoicings, burn them. Let the flames mount high to the heavens as a Great Sign to all the people of the Earth that the schools no longer are things of ornamental camouflage but institutions of visible use. Fear not that the Order of Camouflage shall again come to power, for their traditions and their books having been destroyed, and being of themselves of enfeebled intellect, without power of invention save of pretense, they can never again infest the earth. For, truly, did not St. Patrick once drive them from Ireland, never to return! Thus is it written. (Given under the hand and seal of Brian Boru, First King of Ireland, and Regent Royal to the Heir Apparent of all the Earth, Democracy of the People.)

* * *

GEORGE ARCHIBALD CLARK

George Archibald Clark, academic secretary of Stanford University, died of heart trouble on April 26, at his home on the campus.

Mr. Clark registered at Stanford as a graduate student in Latin in 1891, and became assistant in stenography and did office work, as he was an expert shorthand writer. In 1896 he was made secretary to President Jordan. As has ability became evident he was appointed secretary of the university, and later the title was changed to academic secretary. He gave up teaching for some years, but again in 1911-12 he resumed this work, offering a course in commercial teachers' training, in the department of education. In recent years he broadened the course to general secretarial training and had in preparation an excellent text-book on the subject.

From 1896 to 1898 he was secretary of the United States Fur Seal Commission, of which Dr. Jordan was chairman, and went to Alaska. As special investigator for the Bureau of Fisheries of the Government he did notable work in the Pribilof Islands in 1909, 1912 and 1913. He made a report to the Bureau of Fisheries, which was published in 1913, and in February, 1914, he gave testimony in Washington in the hearings of the fur seal industry in Alaska.

He contributed numerous articles to scientific and technical magazines on this subject, and he had written articles on fur seals and seal fisheries for the Encyclopedia Britannica and Encyclopedia Americana.

Likewise he wrote many articles on shorthand and commercial topics which were published in educational and other magazines.

Mr. Clark never completed his college course for the degree of Master of Arts at Stanford, but in lieu of the graduate studies he had pursued he was given the Masters Degree by his alma mater, the University of Minnesota, in 1911.

In speaking of Mr. Clark, Dr. Jordan, with whom he was closely associated for a quarter of a century, said:

> "He was a university official of the very highest type. Exact, patient, courteous, devoted, absolutely unselfish, his services were of the greatest importance to Stanford as a whole and vitally so to the president, who had, in the early days, distressing problems of litigation and finance to deal with, as well as with the creation of a new university. In every phase of these problems he had the unfailing help of a secretary who never forgot anything; who never gave false color and whose only thought was the welfare of the institution he served."

* * *

The Tuolumne County Teachers' Institute was held at Sonora, May 14, 15 and 16. The instructors were W. J. Cagney, superintendent of schools of San Benito county, and Roy W. Cloud, superintendent of the San Mateo county schools, two of the most progressive county superintendents in the State. Dr. A. M. Bean of the zoology department of the University of California, and Miss Charlotte Lord of the Los Angeles high school, who were in Sonora were also present and gave interesting talks. On adjournment each afternoon the teachers all went to the chautauqua, which was in session during the week. Superintendent G. P. Morgan closed the institute with several vocal selections and words of advice, which were timely and well received. Mr. Morgan is finishing a term which gives him the credit of the longest continuous service of any superintendent in California. He has no opponent for re-election and will probably continue to serve the people of Tuolumne county for many years to come.

ON WHEELS

By Harr Wagner

A personal account of little trips here, there and anywhere, with brief sketches of everything but the scenery, in which we drop the editorial we and use the personal pronoun I.

A trip to the beautiful tree-embroidered Napa on Wednesday, every May 29th, was due to an invitation to deliver an address on Uncle Sam, Jr., to the high school graduates. J. S. Denton, the principal, is a man who leaves a definite impression on high school pupils. I was glad to meet him again. He presented the diplomas in a speech which was characteristic in wit and wisdom. Mrs. Percy King, president of the school board, presided with charming dignity. The music, the speeches of the young men, the audience, were a delight. Miss Lena Jackson, the efficient superintendent of the county of Napa, was present, and gave the editor a genial welcome. On Thursday morning, May 30th, Memorial Day, I took the train at 7:51 a. m. and listened to the turn of the wheels until I reached Marysville. This city of pioneer memories, once the center of mining industries, now environed by alfalfa fields and orchards, has featured Memorial Day for many years. Walter Kynoch, the supervising principal of the schools; Mr. J. C. Ray, efficient head of the high school, and James Garrison of the faculty, were in charge of the exercises. There was a street parade, comprised of members of the Grand Army of the Republic, veterans of the Spanish-American war, soldiers of today, children, etc. The exercises were held in Atkins' Theater. The children sang patriotic songs. The G. A. R. called its roll of the dead, and then I tried to put Uncle Sam, Jr., across the footlights. After the exercises came a delightful automobile ride through miles of cherry trees, acres and acres of alfalfa fields. Thrift everywhere. Marysville schools, Marysville stores, Marysville people, are all typical of California. It is a type. There is something different. It is unlike the towns of the same size of the San Joaquin Valley or of Southern California. There is a considerable of the "hold-over" of pioneer days. County Superintendent Jennie Malaly, gentle yet efficient; Mr. Kynoch, conservative yet enthusiastic; Prof. Ray, a sturdy, substantial type of school master, and James Garrison, a teacher of great ability, are refreshing examples of teachers who have not been spoiled by the injection of too much pedagogical serum and conventional aloofness. A short ride over the Northern Electric and we were in Sacramento. State Superintendent Hyatt and Deputy Superintendent Mrs. M. G. Hyatt took me to their residence, where I enjoyed the hospitality of their delightful home. Among the notable and unusual events, I climbed a cherry tree and was a boy again, with boyish enthusiasm for cherries first hand. The career of the Hyatts from the little rural school at San Jacinto to the highest educational office in the state, is unique and interesting. Mr. Hyatt has formally announced that he will be a candidate for reelection to his present position.

I called on Sam Cohn, the textbook commissioner, who has resigned to take up again the independent and satisfactory existence of a grammar school principal in Alameda—a position that he has held for many years. I know of no position that offers greater opportunity for service and a quiet, restful life than that of a principal of a grammar school. Of course, if you are ambitious, that's different again, but why be ambitious? "Paths of glory lead but to the grave." Then, again, ambition should be to brighten the corner where you are and not try to brighten the other fellow's corner. The difference is the difference between (or of) democracy and autocracy.

Then I had a social chat with Mr. Snyder, the commissioner of vocational education, who is getting excellent results along his line of work. He, however, is up a blind alley and still thinks the official Journal was a graft instead of a service to the school trustees of the state—just as there are people who think a bulletin is a newspaper and a pamphlet is a textbook, or that the state printing office is a publisher.

I also saw Will C. Wood, who had blown in from the upper Sacramento Valley on his way to Oakdale, booked up every night for speeches to high school graduates. He is also a candidate for superintendent of public instruction and under our primary law has a stupendous task to reach the voters with his message. The political kettle will begin to boil pretty soon. And if Mark Keppel turns on his patent electric political heater, politics will boil over by June 23rd. I am always interested in elections. It's my diversion. I do not care for politicians nor demagogues, but I do like to see men contending for office, on the basis of service, and I think it much more dignified and democratic than sitting in a governor's office and waiting an opportunity to beg for a job. Here is to the great principle of American democracy!—the election of our public servants. Our private servants are appointed.

After a delightful call on Miss Carolyn Webb, the county superintendent of Sacramento county, I took the Oakland, Antioch & Eastern Electric train, and after a pleasant ride was back in the editor's den in San Francisco, with the clutch on.

* * *

BOOK NEWS

"The Pacific History Stories," by Harr Wagner, has just been issued. It contains the finest selection of Pacific Coast history stories ever published. Send for copy. Price $1.00, postpaid. Address Harr Wagner Publishing Co., 239 Geary street, San Francisco.

The World Book Co., Casper W. Hodgson, president and manager, has just issued **"How to Do Business by Letter — Exercises in Business Letter Writing, and Word Study and Business Speller."** These are timely books. Write for copies.

"Principles of American Diplomacy", by John Bassett Moore, Professor of International Law and Diplomacy at Columbia University, formerly Counselor for the Department of State, Assistant Secretary of State, etc., member of the Permanent Court at the Hague. What American diplomacy has actually meant—its special significance and the character and extent of its influence, are shown in this book, with full presentation of the peculiar individualism of American foreign policy. Many references and documents have been added and the object has been to offer a comprehensive exposition in a convenient manual, designed both for the student and general reader. Harper & Brothers, publishers. Price $2.00 net.

Beacon News Column

Vacation time is here—but there is no vacation for the Beacon Method. Before starting for the mountains or sea short many mothers with little children secure the Beacon outfit, consisting of the Beacon Charts in miniature form, the Beacon Word Builders, the Beacon Letter Sheets, the Beacon Perception Cards, the Beacon Primer and First Reader. These are packed in with the shoes, stockings, coveralls, castor oil, poison oak lotions, soap, toys, balls, bats, tennis racquets, brushes, combs, clothes, and still more clothes, for the children and one extra dress for mother.

The games that may be played with the Beacon, letter sheets, perfection cards and word builders appeal to mothers and progressive teachers who know what children like.

The Beacon method is so easy to present that tven those mothers with no teaching experience take the little pamphlet of directions for teachers and get results such as only the well-trained and experienced teacher will secure with most other methods and material.

Possibly one reason for the success of the inexperienced who use the Beacon method is that they take it up with no preconceived notions, and give it to the children straight, undiluted and mixed with no other method.

The reason why many people are not married is that they are unwilling to subject their wills to those of the other sex. If any teacher does not get good results with the Beacon method, you may be pretty sure to find the reason in the fact that she will not allow herself to be tied to the Beacon method in a monogamous marriage, but insists upon sipping here and there, wherever the blossoms are most brilliant and the perfume most pungent.

* * *

M. C. Bettinger, deputy superintendent of schools and father of the Los Angeles Night School, and connected with the Los Angeles schools for thirty-three years, has been requested to hand in his resignation. We regret to see men retired who are, on account of long experience and with the wisdom of age, mellowed and mature, moved aside for young men, who lack both experience and judgment. These are problems, however, that are very difficut to settle and be just to the men and women who have rendered splendid service, and to the children. However, no man is far wrong who errs on the side of appreciation of services and appreciation of value of men of mature years.

* * *

Prof. Charles Carrigan has been elected principal of the Glendora High School for next year. He was formerly teacher of science in the Citrus Union High School.

* * *

Superintendent J. E. Reynolds, the progressive and efficient superintendent of Venturia county, is organizing several union school districts.

ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF STATE BOARD OF EDUCATION

The State Board of Education held a special session, lasting four days, May 20-23.

The following resolution abolishing the teaching of German in California high schools was adopted:

Resolved, That it is the policy of this board that hereafter the study of the German language shall not be included in the course of any high school receiving an apportionment of state high school funds.

Resolved further, That due notice of this action be sent to the principal of each high school in California, the clerk of each high school board and county and city superintendents.

Resolved further, That the universities and high schools be requested to make such readjustment of their requirements that no student shall suffer loss of credit or other hardship on account of discontinuance of the course in German.

Resolved further, That textbooks in German now appearing on official list of high school textbooks be eliminated from the list.

Mr. Whitmore was appointed chairman of the textbook committee to fill the vacancy caused by the resignation last year of Mr. DeMotte.

The examination for the State High School Credential was scheduled for June 24, 25, and 26.

The following resolution relative to the granting of elementary certificates to graduates of certain colleges under Section 1775 was adopted:

Resolved, That university graduates desiring elementary certification be required to have to their credit, included in the twelve units in education required, a minimum of four units of practice teaching and three units in elementary education, this requirement to be effective after January 1, 1919. This requirement is also to affect graduates of accredited institutions desiring certification in California.

The Board approved the recommendations of the committee of credentials, offering the following plan for the extension of State credentials:

Special Credentials

1. Extensions for five years will be made on the basis of eight months of successful teaching experience in any public school in California. This applies to credentials either of the elementary or of the secondary grade. The teaching must have included at least one class in one of the subjects in which the credential is held.

2. Night school teaching will be accepted as meeting this eight months' requirement, provided there has been a minimum of two hundred and fifty hours of teaching and a minimum of one hundred and twenty calendar nights of teaching. Private school teaching, business school teaching and college or university teaching will not be accepted automatically. The commission will look into individual cases of this sort and will take action according to the merits of the cases. Credentials will be extended automatically from year to year for all holders of such who are in the federal service, or in an agency auxiliary to the federal service. This will be done each year until one year from June 30th following the close of the war. In order that a credential may be extended, it is necessary that the credential be in this office and that action be taken on it before the date of its expiration. It was voted to write new credentials for those in service who had not filed the old credential before leaving, in order that the proper extension might be made on it each year. Such credentials will be held in this office until called for by the owners.

Regular Credentials

The commission voted to extend the dates of expiration of regular high school credentials granted for the two-year period from year to year throughout the war. This will also be done in the cases where credentials were granted, but held in this office until the recipient takes up residence in this state. A person who has taught successfully on a limited credential for at least eight months in either a high school or in the ninth grade of an intermediate school in California, may receive a permanent high school credential on the filing of a reapplication accompanied by the usual fee of $2.00. If the teaching in this state is in an elementary school, the credential will be extended from year to year until the above requirement for a permanent credential has been met.

The Board adopted the following resolution for the amending of Bulletin 10:

Resolved, That paragraph 7 of topic "Subjects That Holders of Special Certificates May Teach," Bulletin No. 10, California State Board of Education, be and hereby is amended to read as follows:

7. "Until further notice holders of certificates of the Vocational Arts Type are authorized to teach such subjects belonging to the Household, and Manual and Fine Arts Types as are of similar character to those mentioned in their certificates."

A permanent appointment as assistant supervisor of physical education at $2400 per year was offered to Miss Winifred Van Hagen, who had been in the position since March 15.

Authorization was given for the printing of the following textbooks:

First Reader	25,000
Intro. History	25,000
Adv. Geography	25,000
Copy Book I	25,000
Copy Book IV	25,000
Copy Book VIII	25,000
New Speller, Bone One	195,000
New Speller, Book Two	155,000
New Speller, Book Three	50,000
Teachers' Spelling Manual	20,00

Arrangements were made for the continuation of the services of J. C. Beswick, director ot educational war work, after July 1, 1918.

Authorization was given for the printing of 17,000 copies of Part I of the manual of Physical Education by C. W. Hetherington.

Retirement Salary Business

The chairman of the finance committee was authorized to bid on a bond issue of the Upper Lake School District and to purchase $50,000 worth of Liberty Bonds or other suitable securities.

Refunds aggregating $97 were granted to teachers in various amounts.

The retirement salary was granted to Dr. Lyman Gregory on evidence of disability and twenty-six years of service.

The board adjourned to meet in San Francisco on July 8.

C. S. PIXLEY, Chief Clerk.

* * *

"To County Superintendents:

"A large life insurance company of the Pacific Coast has offered gratis the use of its extensive mechanical facilities and its actuarial department to segregate and tabulate certain information necessary to establish the exact financial condition of the teachers' retirement fund—a consummation devoutly to be wished. This information is to be collected direct from the teachers on cards to be furnished by the state office. * * * *

"This teacher's personal report is hereby declared to be a part of the annual report required under Section 1696, subdivision sixth, of the Political Code.

"Very truly yours,

"EDWARD HYATT,

"Superintendent of Public Instruction."

Said sixth subdivision of Section 1696, P. C., provides:

"The Superintendent of Schools shall in no case draw a requisition for the salary of any teacher for the last month of the school term, until the report required by this subdivision has been filed, and by him approved."

The above drastic measure will give the information needed for new legislation for the retirement salary act. We would, however, rather have Edward Hyatt or Job Wood act as actuary than an insurance expert whose national prejudice is against any public service insurance of this kind.

A VACATION THOUGHT

Superintendent Alfred Roncovieri, in sending out his final suggestions to teachers, expresses the sincere wish of all of us in the following beautiful language:

"This has been a very busy and fruitful school year. With the close of the present term it is again my privilege to congratulate the principals and teachers of the department upon another year of successful work in the schools. In complimenting you all upon your splendid efforts, I do so with a full realization of what it has meant to you to pursue your usual duties, without hint of faltering, in times such as these. It has been a year of war—a year in which every day has brought its own pang, its own anxiety; and through it all you have gone faithfully, unswervingly, to your daily tasks. You have enrolled yourselves, one and all, in the great second line of defense. Never slackening in the performance of your full duty to the pupils in your charge, you have found time as well for the doing of every form of patriotic work that has come to your hands to do. In every way you have strengthened the arm of the great government under which we are so proud to live, to strive, and, if so shall be the need, to sacrifice and to suffer. In bidding you good-by for the period of the long vacation, I tender you all that I can of good wishes for yourselves and the absent ones you love. As we united in saying last Christmas season, so let us say again:

"God bless our boys—at the front, on the march, on the land and on the sea!"

The Enlistment of the Profession

The National Education Association has issued a "rallying call for at least 50,000 teachers to enlist at once, in order that war emergency work in education may be directed by an agency representing all elements and interests of the teaching profession." Some of the phases of the emergency that have led to this urgent "educational drive" for increased membership are: The present shortage of teachers, the welfare of teachers in service, the education of adult illiterates, immigrant education, health and recreation programs, better rural education, training for all forms of national service, and the necessity to give immediate support to the N. E. A. committee on teachers' salaries, tenure and pension.

To carry on this emergency work, increased funds are necessary; hence this "membership drive." The fee for active membership is four dollars for the first year and two dollars per year thereafter.

Susan M. Dorsay, assistant superintendent of Los Angeles, is doing all in her power for the N. E. A. We urge upon you to do the same. It is unfortunate that the N. E. A. does not use the educational press more and postage stamps and bulletins less. Results would be better.

HAVE Healthy, Strong, Beautiful Eyes
Oculists and Physicians used Murine Eye Remedy many years before it was offered as a Domestic Eye Medicine. Murine is Still Compounded by Our Physicians and guaranteed by them as a Reliable Relief for Eyes that Need Care. Try it in your Eyes and in Baby's Eyes—No Smarting—Just Eye Comfort. Buy Murine of your Druggist—accept no Substitute, and if interested write for Book of the Eye Free.
MURINE EYE REMEDY COMPANY, Chicago, Ill.

HOW TO VITALIZE THE TEACHING OF AGRICULTURE

By Prof. P. G. Holden,
Director Agricultural Extension Department, International Harvester Co.

How can we vitalize the teaching of agriculture in the rural schools?

No more important problem is presented to American educators today. It can be solved in but one way:

Rotate the subjects.

This will prevent skimming and repetition; it will sustain interest—keep the subject alive.

The teaching of agriculture in rural schools never will be a success so long as we teach the same thing over and over again, year after year, or allow the teacher to skim all the branches and leave a subject barren and uninteresting for the teacher who follows the next year.

In one-room schools all children in the lower grades become as familiar with subjects taught in the seventh and eighth grades as do their older brothers and sisters. By rotating the subjects a new field is opened to the pupils each year.

Rotation of subjects means the teaching of but one class of subjects each year, such as:

First year: Farm Crops—Corn, alfalfa, weeds, seeds, gardens, and for girls, sewing, etc.

Second year: The Making of Things—Tying and splicing rope, cement work, making fly traps, screens, canning, etc.

Third year: Animals—Livestock, feeding, testing milk, diseases and remedies, cooking, etc.

Fourth year: Soil and Home—Saving moisture, rotation of crops, soil fertility, sanitation, flowers, pictures, etc.

Rotating of subjects:

Enables us to teach more agriculture.

Eliminates repetition.

Gives us a new subject each year.

Keeps interest alive and keen.

Does not kill the subject by skimming or teaching the same thing over and over again.

Makes the directing of the work much easier for the county superintendent, who always has more than he can do. Instead of having several lines of instruction to prepare each year, he will have but one.

Agriculture will ultimately be taught in all rural schools. In Oklahoma it is required by the state constitution, in other states by law. Some states have tried it, but in a hit-and-miss fashion. They have skimmed through books; taught words, not things; repeated the same subjects every year; killed interest; made agriculture a dead letter.

If we would teach agriculture in a way to bring the best results, we must keep it alive—must develop interest—must rotate the subjects.

Agriculture cannot be successfully introduced in all the rural schools in any state or any county at the same time. It must grow into the schools. That is the basis of the plan adopted in Oklahoma.

They selected twelve county superintendents who are live wires. These superintendents held a three-day meeting, studied how to teach a few definite things and collected the necessary demonstration material.

Each of these superintendents selected from four to a dozen of his best teachers in whose schools agriculture is being taught this year. These teachers were given special instruction at the teachers' institutes.

When the school year opened, the county superintendent and his assistants visited one of these schools and assisted the teacher in starting the work right. Then a second school was visited, and a third, and so on. There are only a few teachers to look after this year. The work of the superintendent is simplified, concentrated, made more effective.

Next year other counties and other schools will be added. Agriculture will grow into schools. In four or five years it will be taught in every rural school in the state—and taught in the right way.

We cannot put agriculture into all the schools at once. Its teaching is essentially a matter of growth and development.

We cannot vitalize agriculture in the rural schools except by rotating the subjects.

And the word "agriculture" is used here to mean anything pertaining to the life and welfare of the children and the people of the community—health, sanitation, social conditions, home conveniences, community interest, as well as the things having to do directly with farming.

* * *

PRESIDENT JORDAN'S PATRIOTISM

State of California
Office Superintendent Public Instruction
Sacramento, May 27th, 1918.

The President, Cornell University, Ithaca, New York.

My dear Sir: Representing the educational forces of California, I have read with great astonishment that the patriotism of Dr. David Starr Jordan has been questioned in some way in your institution.

I regard Dr. Jordan as one of the strong pillars of morality and high patriotism, and a mighty force for good. I am personally familiar with his walk and conversation. He never fails to come out strong in support of the government. For instance, on March 9th, I heard him deliver an address for three hours to an audience of alumnae at my own home, wherein he gave a vivid account of conditions in Germany, Macedonia and in the Balkans, all tending to support America's part in the great war and upholding in the most intelligent way the efforts of our public officers to prosecute the war.

Since then I have known of several public addresses before different schools in which he taught his audience many new lessons tending to a more intelligent idea of the cause, course and influence of our war with Germany. I know of nothing that would go further toward filling the American heart with patriotism and encouraging American public officers or that more sincerely co-operates with the efforts of the American army and navy than the address of Dr. Jordan.

I would be very glad to have you transmit this testimony to whomever it may concern.

If I can be of any further service, please command me. Very truly yours,

EDWARD HYATT,
Superintendent of Public Instruction.

* * *

"Essentials of French Pronunciation," by Major C. F. Martin of West Point, D. C. Heath & Co., publishers. Is a neat, attractive book and a great help to French students.

"Every-day Classics—A Seventh Reader of American Life and Literature for Grammar Grades and Junior High Schools," by Franklin T. Baker and Ashley H. Thorndike. MacMillan Company, San Francisco, office 609 Mission street, publishers. Price 72 cents. The arrangement of this book is of special value. It begins with the Literature of Discovery (1), the Indians (2), Colonial Days (3), American Ideals (4), Familiar Poems (6), National Honor (9), etc.,

High School Text Books

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This list has been approved by the State Board of Education, as prescribed in the law of May 18, 1917

Barker.—Plane Trigonometry with Tables.
By Eugene Henry Barker, head of the Department of Mathematics, Polytechnic High School, Los Angeles, Cal. 86 illustrations. 8vo. vii 172 pages.
Prices, cloth, 78c; exchange, 55c; retail price, $1 postpaid.

Roray.—Industrial Arithmetic for Boys.
By Nelson L. Roray, Department of Mathematics, William L. Dickinson High School, Jersey City, N. J. 86 illustrations. 12mo. viii 154 pages.
Prices, cloth, 58c; exchange, 41c; retail, 75c postpaid.

Roray.—Industrial Arithmetic for Girls.
An Elementary Text in Home Economics. Illustrated 12mo. viii 196 pages.
Prices, cloth, 58c; exchange, 41c; retail, 75c postpaid.

Gager.—Fundamentals of Botany.
By C. Stuart Gager, Director Brooklyn Botanic Garden. 435 illustrations. xix 640 pages.
Flexible cloth, round corners, $1.17; exchange, 83c; retail, $1.50 postpaid.

Gager.—A Laboratory Guide for General Botany.
12mo. viii 191 pages. Prices, cloth, 70c; exchange, 50c; retail, 90c postpaid.

Tower, Smith and Turton.—The Principles of Physics.
By Professors Willis E. Tower, Charles H. Smith and Charles M. Turton, Chicago. With 425 text illustrations, 7 plates. 12mo, xi 466 pages.
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Ahrens, Harley and Burns.—A Practical Physics Manual.
By Professors W. R. Ahrens, T. L. Harley and E. E. Burns, Chicago. 133 illustrations, 12mo. xviii 354 pages.
Prices, cloth, 97c; exchange, 69c; retail, $1.25 postpaid.

Lynch and Shields.—American Red Cross Text-book on First Aid.
General edition; 55 illustrations, 183 pages.
Prices, cloth, 58c; paper covers, 23c; cloth, retail, 75c postpaid; paper covers, 30c.

Bailey.—Source, Chemistry and Use of Food Products.
By Professor E. H. S. Bailey, Director of Chemical Laboratories, University of Kansas. 75 illustrations. 12mo. xiv 517 pages.
Prices, cloth, $1.25; exchange, 89c; retail, $1.60 postpaid.

Bailey.—Laboratory Experiments on Food Products.
12mo. 48 pages; paper covers. Prices, 20c; exchange, 14c; retail, 25c postpaid.

Fish.—American Red Cross Text-book on Home Dietetics.
By Ada Z. Fish, head of Art and Home Economics Department, Wm. Penn High School, Philadelphia. Illustrated.
Prices, cloth, 58c; exchange, 41c; retail, 75c postpaid.

California Representative
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239 Geary Street San Francisco
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"A Community Center—What It Is and How to Organize It," is the title of a new book by MacMillan Company, 609 Mission street, San Francisco. By Henry Jackson, special agent of U. S. Bureau of Education. Price $1.00. It has an introductory letter by Woodrow Wilson. It has a splendid foreword by the author. It is a timely, well-written book, and is all its title claims.

"War Bread" is a neat volume by Alonzo E. Taylor, published by MacMillan Company, San Francisco, office 609 Mission street. The price is 60 cents. The book is dedicated to Hoover, and is a thorough discussion of the whole problem of war breads.

"At West Point" is a timely book published by D. C. Heath & Co., San Francisco, office 565 Market street. Authors, Major C. F. Martin and Captain Geo. M. Russell. Price $1.40. This book offers a practical course in speaking and writing French. It is one of the most attractively printed and bound books that we have ever examined.

Department of Geography

HOW THE GEOGRAPHY TEACHER CAN HELP SOLVE THE AFTER-THE-WAR PROBLEMS

By H. W. Fairbanks

Geography, when rightly understood and rightly taught, can, more than any other school subject, aid in solving the problems with which our country will be confronted after the close of the great war.

Here and now the teachers of geography have awaiting them as great an opportunity to serve their country and the cause of human freedom as they could ask for.

It is of the utmost vital importance that those now growing up and on whose shoulders will fall the future policy of our country, should acquire a true knowledge of the various peoples of the world with whom it is practically certain we shall have to be on far more intimate terms than we have ever been before.

The fulfillment of the great obligation which we believe will rest upon our country at the end of the war to aid in forming a brotherhood of nations to make future wars impossible, can only be brought about through an intimate, sympathetic knowledge of life conditions among the different nations of the world. Geography properly taught will give us the true vision and nothing else will. Geography from the new "biological" viewpoint must be the cornerstone of the future world peace.

If we go on teaching geography mechanically, as the most of us have been, if we go on making it almost wholly a mass of facts to be memorized, we shall fail in our duty to the children and turn them out of school with heads crammed with facts, but totally unfitted for the duties that will fall upon them.

The new "biological" point of view says that true geography is the study of the relationship between things; between people and their environment; between the different nations; and not a series of facts stated about them.

To learn merely the statistical facts about Serbia, about its position, about the nature and size of its cities, its climate and productions, gives us information merely. Such a study gives us cold, lifeless facts which in themselves have little real value. They give us no enlightenment. They supply nothing by which we may judge of the real life and needs of the people and what our relation to them should be.

The higher point of view of the new geography deals primarily with relations and uses facts only so far as they assist in an undertaking of these relations. It is the relation between the facts that is the vital thing and not the facts themselves.

Mere facts will not form a part of the school geography of the future. Today the study of and the memorizing of facts, falsely believed to be geography, is the deadening curse of our school system. It has not fitted us to understand the needs of other peoples, to say nothing of failing as to fit us to understand our own needs, to understand our own environment.

To delude ourselves when we believe we are learning important geographic facts, when we commit to memory the statement that San Francisco and Los Angeles are the two largest cities in California. It is only when we investigate the causes which have brought about this condition of affairs—learn **why** this has happened—that we gain real geographic knowledge, and knowledge that has any particular meaning or value.

We have tried out the present memory methods in geography long enough, and the almost utter failure to get results, the widespread dislike on the part of children for the one subject of the school room which should be the most fascinating, would long ago have led us to abandon it if it had not been for the almost unbreakable bonds of custom and tradition.

The time has arrived when we must either reform our methods in geography or abandon it. We cannot go on giving time in our crowded school progress for a subject which is made a mere catch-all for facts of every sort, paying little attention either to the nature of these facts or to their relations.

The new geography will at first be difficult to teach for those long accustomed to the old. There can be no doubt that many teachers will cling tenaciously to the memorizing of facts about the earth from sheer indisposition to open their minds to the higher values involved in the study of relations.

No one who has once seen the vision can return to the deadening methods of the past. The vision has a direct application to the after-the-war needs of our nation. If we want to make permanent what we are sure will be gained, although at a frightful cost, we must understand that the peoples of the world will in the future be our neighbors and that to live in peace and to do justly by them, we must understand them. Troubles arise chiefly because people do not understand one another.

If we as teachers can get this higher insight—this vision—and teach it to our children, we shall be doing a not inconsiderable part toward bringing about that longed for brotherhood of man.

* * *

UNIONS AND BUNIONS

By G. F. S.

No. 2

A bunion rules the whole joint.
He also cripples his neighbors.
You cannot have good under-standing if you permit bunions.

Roaring Rock School District, San Diego county, was living up to its name.

John Bunion, clerk, was the chief roarer. He was ably seconded by Peter Schmerz, fellow-trustee.

The third trustee, William Smith, didn't count anyway. He had a German majority against him. Everybody knew he was a mere ornament.

But the roaring—the new teacher was the cause. You see, it was Schmerz's turn, this year, to board her. Miss Mayfield has graciously fallen in with the plan, as had a long line of her predecessors, but on the very first day her stomach had revolted at the Schmerz cuisine.

Perhaps Mrs. Schmerz ought not to be blamed too severely. She was making soap and soup at the same time, and when the pig ran into the kitchen, hunting for tidbits, as was his wont, she became so confused chasing him out that she mixed the kettles. But when the mistake was rectified and the soup only slightly "behaften," was that already once a reason that the new teacher should stick her nose up by the air? If she and Schmerz and the six little Schmerz-kinder could eat the soup, is it that Miss Mayfield should say seven dollars a week was too much for the board?

The teacher applies to Bunion for board and lodging. Bunion, secretly glad that Schmerz had lost the boarder and holding, as clerk, the balance of say-so in the district, welcomed Miss Mayfield to his domicile.

The food was passable, but the fl——well, what can one expect when a farmer has to fight coyotes and it takes two dogs to catch one coyote? Why should a teacher think herself as better as other peoples?

Miss Mayfield went to the Smith homestead. Here she found plain but wholesome food, plain but comfortable lodgment. Smith told the girl frantly that he was afraid her coming to his home would make trouble.

"But I'm a free American citizen!" she protested. "And besides, where else could I go? There are only three families in this district."

The trouble gemacht machen at once. Schmerz and Bunion both kept their children away from school. Compulsory education laws are weak so far as rural schools are concerned, and besides, who will enforce them if the school board does not insist (Two constituting a school board, you see.)

That left one child in the school—Smith's little girl.

On the third day the schoolhouse door was locked. Schmerz, being the nearest trustee, had the key. He refused to open the door. He told Miss Mayfield what he thought of an American girl of her stripe.

She wrote at once to the county superintendent. He came at once—riding behind his team of blacks (those were buckboard days), forty miles, knowing he was wasting two perfectly good days, at $100 each, on a petty ten-cent school row.

He went to Schmerz's house first. Schmerz was hard at work in a rocking chair making tobacco furrows and watching his wife do the week's washing.

"Give me that key," he demanded.

"I'm der trustee," sputtered Schmerz. "I ain'd ———"

"Give me that key!" thundered the superintendent.

"Dot girl, she's no goot anyhow. I don'd like sooch monkey-business. I'll resign———'

"I accept your resignation, right here on the spot."

And snatching the key, the superintendent departed quickly, leaving Schmerz gasping.

A similar scene ensued at Bunion's house. Bunion was furious at the teacher. She had no business to go to the Smith's. It was Schmerz's turn, and if not, then his own turn. The teacher was breaking up the school. Rather than let things go on in this dunderhead way, he'd resign.

"I accept your resignation," snapped the superintendent.

And he turned to the school house, leaving another gasping ex-trustee.

He opened the building, called the teacher, instructed her to teach out that term, no matter how many children came or didn't come. He would manage the district from the office, forty miles away.

Miss Mayfield followed instructions. The little Schmerzes and Bunions peeped into the door occasionally, but for fear of parental wrath did not dare to enter. Day after day, until her contract expired, the teacher taught the lone Smith child. And what a powerful lot that little tad learned!

At the end of the school year, Roaring Rock School District lapsed. Smith moved away. And the Schmerzes and Bunions had to send their children ever thereafter four miles over the mountain to the nearest school house.

The Punch: This is a true narrative, at least so far as the main facts are concerned. It couldn't happen under the county unit plan.

(To be tincanned)

* * *

Phyllis Hyatt, the youngest daughter of Mr. and Mrs. Edward Hyatt, took a three-weeks' vacation and enlisted twenty of her school mates to go with her to thin out the peach crop for orchardists near Sacramento. It was a real job, and performed with a 100 per cent efficiency.

* * *

Arthur Gould, formerly of the San Diego High School, has been elected principal of the Redlands High School. Mr. Gould is a graduate of Pomona College, and under his principalship the San Diego School became one of the leading high schools of the West.

* * *

John T. Dale, president of the Sacramento Teachers' Association, is leading the fight for increase of salaries in Sacramento.

YOUR SCHOOL BOOKS SHOULD LAST UNTIL WORN OUT

Probably not one school book in ten really lasts as long as it should last—until it is worn out. It is usually discarded because of some injury which could have been mended.

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Protect the book from the wear and tear that comes from ordinary usage

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Mend the ordinary injury making the book as strong and serviceable as new

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The six Tonal Standards are modified in value to such an extent that they are specially desirable for artistic design work, or for background washes in posters; while the full, rich tones of the more intense colors, used in combinations, provide for striking and harmonious contrasts in the details of the poster or picture.

TONAL-TEMPERA COLORS are put up in tubes 3½ inches long by 1½ inch diameter. Made in fifteen beautiful colors as follows:

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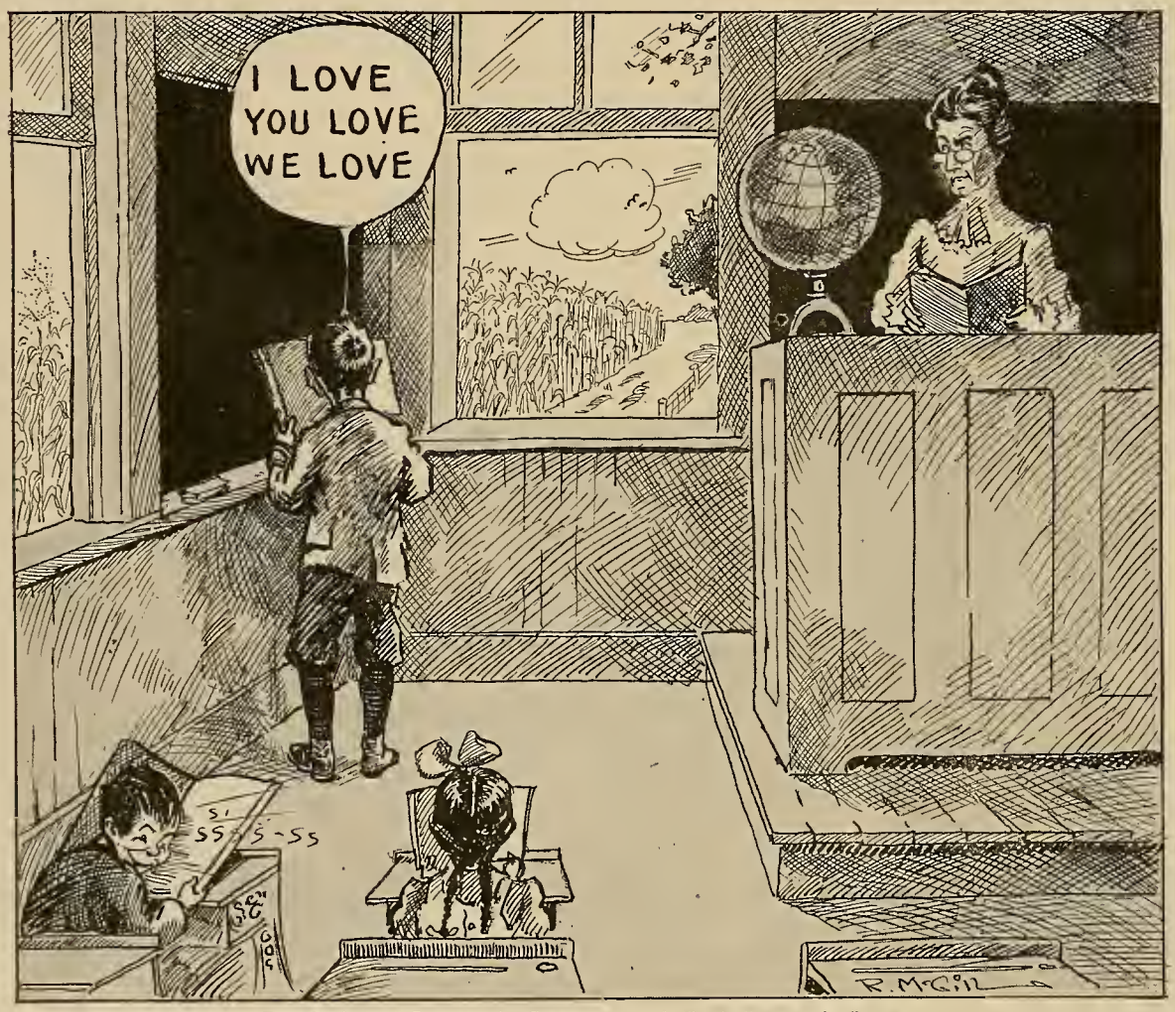
INTO THE TEACHING OF AGRI

Teach in Terms of the Lives of the People — It Will Pu

THE world-wide war has taught us that ideas and theories are without value unless translated i action, into results, into accomplishments for humanity.

Boys and girls must be taught in terms of their life's work. Public sentiment is dema ing that it be done. The coming generation must assume the burden of performing the worl work, and fitness is essential to good work. There must be less bookish work. In the wor of Theodore Roosevelt, "There must be more shooting and less shouting;" fewer words a more real work. Words will not plow a field; words will not build a home; words will not develop a gr humanity, nor build a gr nation. Teaching in ter of the lives of the peo is the *Big Idea in Edu tion.*



Developing an Interest in Grammar or A Book Lesson in Love

A missionary in In one day gave three nati boys this lesson:

"Whatsoever ye would t men should do unto you, do even so unto them."

He told the boys to le it and when they had don to report to him. A long t afterwards he met one of t boys who had been in the cl and asked him why he had reported.

The boy said, "I have yet learned the lesson."

The missionary was s prised.

"Why," he replied, "the l son is not difficult," and repeated: "Whatsoever would," etc., but the boy terrupted, "O, yes, yes, me c say it but me can't do it ye

This is a *doing-thin* world. *We must put acti into our work. Scho should deal with home pro lems. The business of t*

INTERNATIONAL H

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AGRICULTURAL EX

P. G. H

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UT LIFE

TURE IN THE RURAL SCHOOLS

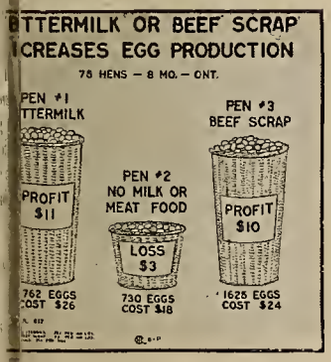
nto Your School — It Will Make Your Work a Success

ol is to fit for the duties of life. In some schools this is being done. Some States are planning and working arry this big idea into every school, and especially into the rural schools. Missouri is doing great work.

The Missouri plan is:

1. Teaching in terms of the lives of the people. The study of problems connected with the home—the testing of seed corn, canning of foods, home making, health problems, and right living.

2. The adoption of the **Rotation Plan** in teaching so that **there is a new line of work each year.** The first year, crops or growing things; the second year, making things; the third year, animal life; the fourth year, soils and home. The meaning of the word *Agriculture* in the schools embraces not only subjects directly pertaining to farming, but also to everything that concerns the life and welfare of the children and the people of the community —health, sanitation, home conveniences, social conditions, and community interests.



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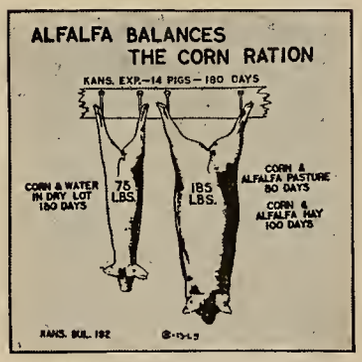
In order to help those who really want to teach agriculture and home work, we have prepared agricultural charts, lantern slides, stencils, and booklets especially for use in both the rural and grade schools. The stencils, charts, and lantern slides visualize school work. They make it real; any child can understand it. The children can make their own lecture charts.

Teachers, do not think that because you haven't an agricultural education you cannot teach agriculture. You can teach agriculture. Many are doing it.



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We will help you by furnishing charts, slides, stencils, and agricultural booklets. Thousands of teachers are g them. If you want to make use of any of this material write us.

The Harvester Company has published this material at considerable expense, but it is free to you. We you charts, slides, and stencils on the condition *that you pay the express charges from Chicago and return,* you can obtain agricultural booklets on many subjects for the cost of postage and wrapping.

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CHICAGO, U. S. A.

Grade Teachers' Clubs

By Selina Burston

The Grade Teachers' page is published to promote the welfare of the elementary school; to cultivate a closer feeling of fellowship; to discuss fairly, freely and truthfully all questions which may be of interest to teachers and to the community at large, and to use its influence and its columns to bring the general public to a realization of the value—educational, cultural and moral—of the grade teachers to the community. "The teacher is the school."

* * *

GRADE TEACHERS' CLUB

It has been our pleasure to hear our distinguished educator, Prof. Rugh, tell us what schools stand for in their highest sense and to listen to our co-worker, Mr. Cox, in his report on school conditions from the viewpoint of taxation and support. We appreciate what has been said. We are familiar with the trend of thought in our educational magazines today. Our leaders are telling us truths that make us fearful of the welfare of our boys and girls. **We read that in Massachusetts alone 50,000 children between the ages of 1 and 16 years are out of school — 15,000 more than last year. Fourteen per cent less young women are in training in the normal schools than last year. This means that in two years 10,000 children in that state alone will be under untrained teachers.**

New York's three teacher training schools have 50 per cent fewer registering than in 1913. One hundred and sixty Iowa schools are without teachers. An editorial in the Boston Globe says: "When prices overtake the pay of teachers they do not go on a strike. They do, however, leave their desks for other occupations, in which, if less eminently respectable, they can be self-supporting. There are more resignations than usual this year, women as well as men. Their places, too, are not being filled. The attendance in the normal schools is 400 less than a few years ago. At the Boston Normal School only three men are registered in the teachers' course, which in 1917 graduated thirty-eight.

Thousands of experienced teachers all over the United States have been drawn from the schools to enlist in other service of the country. There is a tendency all over our country on the part of law-makers, boards of supervisors and boards of education to curtail expenses for education. England during the first three years of the war curtailed expenses for her education with the result that 500,000 children were out of school and juvenile crime increased to such an extent that she was unable to cope with it.

I say that we as teachers know all this and are fearful of the results of the future. We know that even though we are at war the schools must be continued without interruption. The nation must have educated men and women to solve the problems of tomorrow, whether in continuance of the war or in the reconstruction that will follow after the war. Geo. D. Strayer, professor of educational administration, Columbia University, says:

"The public must be educated to appreciate the financial needs of the schools. The case can be made so clear that the public will unhesitatingly support the proposition."

The public should expect taxes to rise in war times, locally as well as nationally. In all the great nations at war today a marked rise in taxes is shown. England herself this year is voting 30 per cent more for education than ever before in the history of the country, notwithstanding her indebtedness is estimated at 60 per cent of her total valuation. Extreme measures must be taken, not for teachers' sake, but for children's sake, and for democracy's sake. We can't afford to close our schools or lower our standards. Pale, anaemic, whispering, pussy-foot arguments for more money for the public schools no longer "go." Ultimatums unmistakable are being flashed by conditions.

Every chamber of commerce in our city, every rotary club, every parent-teachers' association, every civic body, whether standing for labor or child welfare, should get behind this movement.

You ask me, "How can we get these public bodies back of this movement?" My answer is, "Through organization, not locally, not in one city or in one town, but in a whole country, which should spread from one to another until a nation-wide drive is on." And there is no other work which teachers can do that is so necessary or so easy for them to do. But we must do this aggressively and convincingly, else we will be giving aid and comfort to democracy's worst foes—ignorance and incompetence. Again, I say, we must organize — and organize strong. The English minister of education has said, "That nation which after the war employs the best trained teachers under the highest pay, and in the best system of schools, will be the best governed and therefore the greatest nation." Sue L. Fratis.

* * *

"School and Home Gardening," by Kary C. Davis. J. B. Lippincott Company, Philadelphia, publishers. Price $1.28. This is a fine textbook for young people, with plans, suggestions and helps for our teachers, club leaders, and organizations. The high cost of produce makes the home and school garden loom up not only as an enjoyable pastime, but as an economic asset as well. The rising prices and the insistent appeals of the government last year induced the planting of tens of thousands of gardens, only a small portion of which paid in actual produce. Gardens were poorly planned and gardeners knew little about the crops they were trying to raise.

* * *

The Gregg Publishing Company was omitted by a mistake of the printer from the list of publishers who maintain offices on the Pacific Coast. Mrs. F. E. Raymond, the Pacific Coast manager, deserves more than a mere mention as one of the important institutions of the West. No firm has been more liberal in the support of teachers' associations, educational publications, summer schools, and has gone over the top on the payment of taxes, Liberty Loan and Red Cross drives. It is a very trite, but at the same time a very true, saying, "She is the ornament of the publisher's profession."

ST. HELENA SANITARIUM—AN APPRECIATION

"There is an air of careless beauty
That runs through all the town;
The streets go rambling where they please;
The sidewalks up and down;
Some homes have found a level spot
To put on city airs,
While others peep from shady heights
Above a flight of stairs.

"There are views of matchless beauty
From every cottage door;
The mountains, oh! the mountains
And the valley's painted floor,
Bedecked with homes and hamlets
As it northward fades away,
Till its wheat fields, groves and orchards
Kiss the waters of the bay."

The above verses were not written as descriptive of the views from St. Helena Sanitarium, but the location, the cottages and the unique environment would inspire any poet to write just such lines. The writer had some interesting experiences at this place, and from the hospital sun porch had "views of matchless beauty." However, it was not the scenery, nor the climate, nor the buildings, but the spirit of the institution that gives me the urge to write this appreciation. The St. Helena Sanitarium is conducted by a church organization commonly called the Seventh Day Adventists. The organization has many similar institutions not only in the United States, but in all parts of the world. It believes in the literal interpretation of healing of the sick and preaching the Gospel in all parts of the earth. It embodies in its creed the spirit of the Sermon on the Mount in action. Everybody belongs to the church, from the bell boy to the medical superintendent, and pays 10 per cent of his income to spread the Gospel. There is no camouflage, either. The spirit of service gets across. There is something different. Of course there is the system of "Render unto Caesar that which is Caesar's and unto God that which is God's." The helpers, who are recruited largely from the country districts, are as a rule fine specimens of wholesome living, right attitude towards life, and imbued with a beautiful spirit of helpfulness. While it is true that medical science, like that of all other sciences, is still in the experimental and progressive stage, yet we can truthfully say that after eight months' experience in the near shadows of life, the spirit of the St. Helena Sanitarium rests over us like a benediction. Harr Wagner.

* * *

J. W. Crabrtee, 1400 Massachusetts ave., Washington, is a live, wide-awake secretary, and is endeared to Californians because he helped us change the organization here and put that strong, virile and square man, Carrol G. Pearse, at the head of the executive board.

* * *

Robert Gallager, Lasher Gallager (who holds the world's records for speed in stenography) and representatives of the Home Industry League appeared before the State Board of Education in the interests of enforcing the law to give books written and published in California the preference.

"THE PLACE OF THE PUBLIC SCHOOL IN THE WAR CONFLICT"

The following article contains the most remarkable sentence in all literature. John McNaught, the author, is a noted editorial writer and after-dinner speaker:

Mr. Harr Wagner,
239 Geary Street,
San Francisco, California.

My Dear Mr. Wagner:

Your note of April 24 asking me to send you an extract from my address at the banquet of the Schoolmasters' Club at Oakland, "especially the sentence about the schoolmaster," has been received. It is a pleasure, of course, to comply with the request of a friend; but if it is to be published, you should state that this sentence in which I distinctly declined to discuss the topic of the evening—"The Place of the Public School in the World Conflict"—should not be taken as an illustration of the way in which I treated the theme I did discuss, "The Problem of the Schoolmaster After the War." I dismissed the one in a single sentence because it has been discussed by thousands, but dwelt upon the other because it has been discussed by thousands, but dwelt at length upon the other because it has not yet had due consideration by teachers of forward thinking minds.

What I said of the problem of the future cannot be adequately presented in an extract; so I shall not attempt it. What I said of the school of today was this:

"I am not going to discuss the place of the school in the world conflict, because that has been discussed of late by so many people in so many ways at so many times and with so much iteration and reiteration, I am familiar enough with it to sum it up in a single sentence.

"The adult population of California, recognizing that public school teachers are miracle workers of pedagogy, and being well assured that they are amply remunerated for both their exiguous labors and their universal enthusiasm, confidently expects them to infuse the juvenile mind, by consistently ironic methods, with a realizing sense of the importance of an economical conservation of all alimentary products derived from the application of the principles and practices of the science of agrostology to the meticulous cultivation of our agricultural resources as adapted to the exigencies of our national necessities engendered by the belligerent condition of our international relations, superimposed on the ordinary diurnal requirements for the alimentation of our own people augmented by the extraordinary demands and exploitations of Councils of Defense, Red Cross committees, university and women's club units, Armenian, Belgian, French and Serbian relief societies, Thrift Stamp and Liberty Bond drives and newspaper self-advertising subscription funds; with special emphasis, first, upon the imperatively mandatory duty of safeguarding our educational institutions from any minatory movement excited by the choragic stultiloquence of recalcitrant pacifists and their sequacious disciples whose psychological aberrations induce them to distort the ternal verities of natural law into artificial fallacies of human decoction through processes of omphalopsychite idealizations, and that seek through the voluble assertion of self-stultifying platitudes to render derisory altitudes of patriotic aspiration; second, the equally mandatory duty of promoting as well as protecting the primal developments vital to the continuity of our intellectual evolution that from immemorial time have been dependent for fecundation, augmentation and propagation, mainly and often solely, upon the persevering inculcation through school-house lessons of the fundamentals of orthography, syntax, prosody, geography, history, arithmetic, penmanship, composition, drawing, music, manual training, domestic economy, gardening, citizenship, hemstitching and patriotism, with a comprehensive compendium of all verified facts of the experimental sciences of botany, chemistry, physiology, pathology and sanitation, expressed in terminology comprehensible by the child mind, along with such diversified physical gymnastics as include all classic Olympic games and modern Marathonic contests, military maneuvers and circus stunts; to the end that through the perennial progress of the schools, boys and girls being thus instructed and stimulated, educated and inspired, may attain to such illimitable excellences of encyclopedic mentality and mastodonic muscularity that on arriving at manhood and womanhood they will be able to advance democratic civilization at home and abroad, make out a reform ballot with accuracy and despatch and sing the Star-Spangled Banner with right tune and words as befits an American of culture; so that, as the originators, formulators, propagandists and instructors of this system of popular education, who procured its introduction into our schools and who by legislative enactment secured instruction also in prohibition, militarism, medicalism, social uplift and sexual hygiene, our public school teachers may, without an adumbration of flattery, be deemed worthy to have their deeds recorded on the monumental marbles of the Pantheons of national glory and their names inscribed upon the golden scrolls of the hagiology of humanity.

"Yours truly,
"JOHN McNAUGHT."

* * *

DUNCAN STIRLING

The many friends of Mr. Stirling will be shocked to learn that he committed suicide recently at his home in Salinas. The act followed a complete nervous breakdown. Mr. Stirling had an honorable and successful career as an educator. He served as superintendent of Salinas, as county superintendent of schools, as principal and organizer of the Goryoes High School. This school will stand as a monument to his progressive ideas. Mr. Stirling was one of the first superintendents in California to use the automobile for school visits, and he was always dependable for conservative advancement in school efficiency. He also belonged to that rare class of school men who are successful in business, and leaves a good estate. He was gentle but strong, kind but just—a good and upright citizen.

* * *

Dr. Albert Shields of Los Angeles has arranged to train tractor workers in the vocational school at Hollywood next year.

* * *

The departmental method of teaching will be instituted in the grammar school of Merced for the sixth, seventh and eighth grades at the opening of the new term. Teachers for this work will be Misses Jane Garibaldi, Sadie Ralston and Vinnie Knight. Miss Knight, a new member of the faculty for the next year, was principal of the Le Grand school last year. Cyrus Clark was re-elected principal.

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RECONSTRUCTION

Edited by Ednah Aiken

Road-Dust

The resolutions calling upon the trustees of Cornell University to revoke the degrees and certificate of graduation conferred upon David Starr Jordan, chancellor of Stanford University, was disposed of by the chancellor himself as "the action of a small group of men, and not at all representative of the University sentiment." To outsiders, it read as the action of a group of small men. And facts would isolate one of those wearied enough from long banqueting to mistake noise for patriotism.

But it were idle to deny that this classman of '73 represents an unorganized mob of passionates who have taken Dr. Jordan as target for their illogical resentments. Such people today are loudly acclaiming the international policy of the President. It would not be pleasant for thim to remember that until a few months ago they were denouncing as "Utopian dreams" suggestions for such a policy. Nor can they take pleasure in recording that Dr. Jordan and his fellow internationalists withdrew their opposition to our country's entrance into the war when the President made their humble group programs a composite and glorious world-program. Given more than was prayed for, opposition were senseless. Is it to be believed that these victorious internationalists have sought a craven safety-station because they are found supporting the war which is hastening their "Utopian dreams?"

"Peace" to these militants did not spell a refraining from, or mere cessation of, hostilities, or rest between wars. It meant an abolition of the causes which lead to war—a war against war. As one phrased it, "The slogan is misleading unless you get the accent right. It is not 'Peace at any price'; it is 'Peace, at any price.'"

At any price. At the price of blood and tears—of service and sacrifice. At the price of our sons, that wars like this may never again be allowed to blight our faltering civilization.

It is not the internationalist who has made a volte face. It is his condemners who have turned the handspring. Men of the vintage of '73, who a few years back were heard defending the theory of the inevitability of war, and the necessity of such an outlet for belligerent human nature, now finding themselves committed to a war against Germany because she believes in the apotheosis of what they upheld! Their position can only be remedied by turning turtle, and by making so much dust in the road that they must perforce get rid of it by throwing it in the face of leaders like David Starr Jordan. Dr. Jordan, having grasped the vision before it achieved authority or popularity, at least a quarter of a century earlier than the men who would have revoked his degrees, can afford to endure with the philosophy of the victor the road dust of the swift turning turtles.

The Woman's Army

The San Francisco Woman's army, mobilized under the authority of the San Francisco Women's Committee of the Council of National and State Defense, is making generous use of the mother's clubs and parent-teacher organization of that city. The army was planned as a civic messenger service for national errands, food conservation, Red Cross, War-savings Stamps and Liberty Bonds, but its emerging ambition is to go farther than mere sporadic canvassing. It hopes to attempt serious district organization, of the community campaign order. It plans to carry the war messages into the districts by stirring speakers and community workers. Mrs. W. du B. Brookings, the recently appointed food director for San Francisco, proposes to appoint thirteen food specialists who will carry out a uniform, continuous policy of conservation and instruction.

The new army is made up of workers chosen from the various representative organizations of the city. It is not an organization—it is machinery—for service. It can be made a means of neighborizing a big city; it can be the fulcrum of a sympathetic Americanization plan; but in all this it counts heavily for support from the pioneers already in the districting field, the mothers' clubs and parent-teacher associations.

It has been said that San Francisco is the last city to attempt such a unitymg campaign, divided as she is by political hatreds, class factions and organization jealousies and vanities. But the national need is urgent, and it is by such welding that we will get the real concerted response that should come from impulsive, generous San Francisco. Such civic faults are our own local Huns against which the new army must first do battle. The spirit of the army is fervent enough to meet the foreign enemy on his own field, so it can be expected to overcome our local destroyers.

The State Convention of the California Congress of Mothers

The Convention of the California Congress of Mothers sent to Bakersfield a few weeks ago is a throng of dedicated, specialized child-welfarers, teachers and mothers. To many, the success of the gathering was largely due to the presence of so many earnest teachers and principals, and to the genuine welcome of the county superintendant of schools, Mr. L. E. Chenoweth.

In Kern county, the parent-teacher association is more than a name. It is a reality. Mr. Chenoweth, a rare Columbus among teachers, discovered this new continent of womanly activity many years ago and admits that it is his ambition to have each school in the county boast a parent-teacher association. He recognized its potentiality for immense good, or its possible misuse, and promptly went to work without the usual patronage to direct its energies into the right channels. The genuine mutual appreciation of the mothers and the teachers at Bakersfield convention placed the large meeting at once on the plane the organization will eventually attain. Until teachers and principals use and direct this vital maternal energy, confusion and discordance will block our educational system. And there are few superintendents in California with the breadth of vision of Mr. Chenoweth.

All the problems of humanity are mother problems, and I cannot truly mother my own children until I am a universal mother; and I am not a good citizen of my own home until I am a world citizen.
Convention Program.

THE NOTE OF THE CONVENTION

Representing 26,000 women of California, several hundred of them found their way from all sections of the state to the oil center. Business crowded the Convention, reports were many, and the days were warm. A certain tediousness and scattering were to be expected from the variety of interests which had to have hearing; some twenty departments of Parent-Teacher activity! But there was no such tediousness. Something unexpected happened at Bakersfield.

We have all entered crowded halls, and heard the discordant clamor of hundreds of unblended voices; and we have listened to the curious welding, the composite voice, or note, as it were, rising from that large assembly. It was this that happened in Bakersfield. Chairmen of reciprocity, of publicity, of child hygiene, of patriotism, of war service, brought their reports of work accomplished, and left an injunction of their discovery. Twenty-six thousand women of California making the lonely discovery, and sending it as a message of caution and patriotism to that convention, each one thinking she would be the only one to whom the responsibility had come!

That the child is the object of this great organization, of this union of mothers. That child welfare was its original purpose, from which the war even must not divert it. That the child stands in front of the second line of defense and that it were a sure patriotism which would guard its safety. That no parent-teacher association would be thought guilty of disloyalty if it gave its first care to constructive and preventive work for the child, its second thought to the alleviation of the sufferings caused by the war.

Twenty-six thousand women saying the same thing, and saying it the same way. The mother heart of the state speaking!

One returning member said: This time last year I was called a traitor because I tried to be heard saying this thing, and this year because of Julia Lathrop and a few others I find myself one of twenty-six thousand 'patriots.'"

Among the speakers at the convention were Mr. L. E. Chenoweth, county superintendent of schools; Dr. Margaret McNaught, state commissioner of elementary education; Miss J. Shontz, assistant judge, juvenile court, Los Angeles county; Mrs. N. D. Downing, representing the Food Administration, and the Hon. W. W. Stephens, Governor of California. The unpremeditated star of the occasion was Mrs. Roderiguez of Santa Ana, who was surprised to have her simple report of years of patient work make a sensation. Mrs. Roderiguez's account of her efforts to bring into mother's club work the Mexican women of Santa Ana, and of her efforts to Americanize them, and to bring them into the social, welcomed life of Santa Ana was worth the trip to Bakersfield. It renewed to all the listeners the vision and the hope of the Parent-Teacher Association.

Let us not feel that the old forms of work must be deserted for the new patriotic ones, but rather let us incorporate into one established purpose of child betterment the present opportunities for service to our country and our children.
Mrs. H. L. Sherlock.
Convention Program.

* * *

SECOND DISTRICT CONGRESS OF MOTHERS

At the convention recently held in San Francisco of the Second District Congress of Mothers, the following officers were elected: President, Mrs. Charles S. Aiken; first vice-president, Mrs. John Koughan; second vice-president, Mrs. H. K. Pierce; third vice-president, Mrs. O. H. Fisher; fourth vice-president, Mrs. L. C. Grasser; fifth vice-president, Mrs. Sweari; recording secretary, Mrs. A. Pennington; corresponding secretary, Mrs. P. J. Kramer; financial secretary, Mrs. S. I. Simmons; treasurer, Arthur Painter; auditor, Mrs. H. M. Remington; historian, Mrs. Lily Layng; parliamentarian, Mrs. A. E. Thurston.

OAKLAND FEDERATION

The incoming officers of the Oakland Federation of Mothers' Clubs and the Parent-Teachers' Association are: Mrs. Emma Jones, president; Mrs. P. J. Cramer, first vice-president; Mrs. J. W. Comstock, second vice-president; Mrs. A. T. Kales, recording secretary; Mrs. F. V. Vollmer, corresponding secretary; Mrs. M. W. Watts, financial secretary; Mrs. Alma Ward, auditor; Mrs. T. C. Smith, treasurer; Mrs. J. H. Cummings, historian; Mrs. C. H. Mitchell, parliamentarian.

* * *

SAN FRANCISCO CONGRESS OF MOTHERS

The officers of the San Francisco Congress of Mothers for the following year are: President, Mrs. Stephen I. Simmons; first vice-president, Mrs. Max E. Licht; second vice-president, Mrs. Frank G. Todd; recording secretary, Mrs. W. A. Smith; corresponding secretary, Mrs. S. I. Hopkins; financial secretary, Mrs. Geo. R. Harris; treasurer, Mrs. S. Griffin; parliamentarian, Miss Florence Musto; auditor, Mrs. J. S. Graham; historian, Mrs. J. F. Sheehan, Jr.; past president, Mrs. A. M. Tomlinson.

* * *

TEACHERS' MEETINGS

If we were to advocate and secure the adoption of a measure to make teachers' meetings illegal we would be considered a hero by 95 per cent of both parties. There is not over 5 per cent of those who attend teachers' meetings who are not really bored. Of this we are sure.

This applies to teachers' meetings in the larger cities. The rural county institute is usually a profit and an enjoyment to 95 per cent of those in attendance. The teachers' meetings in the cities are different. They are held, as a rule, after the school hours, when teachers are tired and worn out and non-responsive.

Are teachers' meetings a necessary evil? They certainly are if intended to rouse professional spirit. They kill enthusiasm. The compulsory teachers' meeting should be limited to the least possible number. The subjects discussed should be limited to the needs of direct supervision. The professional spirit was never infused into a human being by compulsion. The teachers' institute and teachers' association may have a chance on the teacher whose methods and mental attitude has become crystallized and the touchstone of inspiration, the uplift, may be given. But a compulsory teachers' meeting "grouses" the attendants unless it is of positive service for tomorrow's work.

The leaders of a teachers' meeting may do much to lift the meeting above evil effects if they are efficient. The leader who speaks as one in authority is of little value. Lord Melbourne's epigram when he said, "I wish I were as cocksure of any one thing as Macauly is of everything," is applicable here. The leader who is sure he is always right, who locks the open mind, closes the minds of those who should follow him.

A teachers' meeting, therefore should be without leaders, without followers. It should be characteristically "working together."

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The Teachers' Association of San Francisco

The regular monthly meeting of the Executive Directory of the Teachers' Association of San Francisco was held in the meeting-room of the Board of Education, Monday, May 20, 1918, President Altmann in the chair.

Miss Hobe, of the Teachers' Welfare Committee, reported that the money from the Slater fund had been turned over to her by Mr. Berliner, Financial Secretary of the Board of Education, in whose name the money has stood. Miss Hobe will call a meeting of her committee at an early date at which all details will be arranged.

Miss M. F. Mooney called for an answer to a communication sent to the Directory by the Grade Teachers' Association, in reference to part payment of salaries of teachers absent from school on account of illness. Referred to the Teachers' Welfare Committee, who will meet with the President of the Grade Teachers' Association.

Miss Gilchrist presented a report of the Legislative Conference held at Berkeley under the auspices of the Berkeley Teachers' Association. Miss Power and Miss Gilchrist were appointed a Legislative Committee to attend the next meeting in Berkeley.

Mrs. Stuart, Chairman of the Salary Committee, and the President met with the Board of Supervisors to ask for a sum in the budget to make it possible for the Board of Education to raise the salaries of elementary teachers.

A resolution by Mr. F. H. Clark rescinding the action of the Directory at its April meeting relative to instruction in the German language, was adopted.

In deference to a request from the faculty of the Girls' High School, a general meeting of the Association was called for May 28, 1918.

Amendments to the Constitution were presented by F. H. Clark. These will be acted upon at a later meeting.

Chapter No. 1, Teachers' League of America, a professional club organized within the San Francisco School Department, of which F. E. Perham and E. F. Blayney of the Polytechnic High School are President and Secrettary respectively, asked for representation in the Executive Directory. Referred to the Committee on Credentials.

A general meeting of the Teachers' Association was held in the auditorium of the Girls' High School, May 28, 1918.

President Altmann announced the amount collected from the members of the San Francisco School Department for the Third Liberty Loan, $201,600 . For the Second Red Cross Drive to date: cash, $4657.56; pledges, $7124.76.

The Salary Committee has been promised the sum of $40,000 by the Supervisors to be applied for an increase in salaries for elementary teachers.

The chair announced that this meeting had been called in response to a letter from the faculty of the Girls' High School, asking for a general meeting of the Association.

Mr. E. J. Dupuy of the Girls' High School stated that he considered it wise to have the full membership of the Association convene at stated intervals. Believing that the proper revision of the Constitution should emanate from the main body, he offered the following resolution:

Resolved, That a committee on revision of the Constitution, composed of seventeen members, be elected by ballot, after nomination from the floor; this committee to present its report to the Governing Council, which shall call a general meeting of the Association for the consideration of the report; after which the members of the Teachers' Association of San Francisco shall, by ballot, vote in their own schools upon the Constitution as revised, section by section,; the ballots shall be placed in sealed envelopes and returned to an election committee chosen at the general meeting, the results to be reported to the Governing Council.

The following amendment to the resolution, presented by Mr. F. E. Perham of the Polytechnic High School, was adopted:

"That this committee, if it does not find it desirable to amend the Constitution, shall report an entirely new Constitution."

The following were elected a Committee on Revision of the Constitution: E. J. Dupey, Girls' High School; A. Altmann, President of the Association; Mme. C. R. Peckin, Principal Jean Parker School; Miss Frances A. C. Mooney, Bryant Cosmopolitan School; Miss C. Gilchrist, Hamilton Intermediate School; Mrs. Mary Prag, Girls' High School; Miss Eliza D. Keith, Oriental School; Mrs. K. H. Page, Hamilton Intermediate School; T. H. Rhodes, Lowell High School; Miss M. C. Grant, Everett School; Miss Ada Goldsmith, Mission High School; Miss Margaret C. Burke, Hancock School; Miss Edna Cotrel, Roosevelt School; Miss Pauline Hart, Principal Agassia School; Miss E. E. Kelly, Principal Bryant School; Miss A. G. Duffy, Lowell High School.

Frances A. C. Mooney, Sec'y.

* * *

EDUCATIONAL PROVISIONS OF THE BUTTE COUNTY CHARTER

E. I. Miller, Ph. D.,

Acting President State Normal School, Chico, Cal.

In November, 1916, Butte county adopted a freeholders' charter, which provided for an educational system quite different from that in general use in the State. As is noted in the editorial in the Western Journal of Education for March, 1918, four counties have adopted county charters, and in each case some departure from the general county school administration has been made. In Los Angeles, San Bernardino and Tehama changes were confined chiefly to making an appointive county superintendent. Butte county made several other very marked departures from established practice, the principal ones of which are given in the following digest.

It may be of interest to know the history of this part of the charter. Early in 1916 when it became certain that a charter would be framed, I proposed to the Butte County Schoolmasters' Club that we formulate our ideas of which should be in the charter. Although not yet made public, the charter committee had already asked me to be a candidate for county freeholder, and therefore it seemed possible that there would be a chanec to get out ideas considered by the freeholders. Through committee reports, much study and discussion, an educational administrative system was worked out that we believed we could get the people to understand and adopt. It was not all we wanted, nor did its framers consider it final. These propositions became the basis of the plan finally proposed by the educational committee of the freeholders, composed of myself as chairman and W. P. Lynch and George W. Jones, both of whom had been rural school trustees for many years. A few changes were made by the freeholders, but the system as adopted is essentially that reported by the committee. No part of the charter was discussed more freely both in the meeting of the board of freeholders and during the campaign, so the people had an opportunity to know what was proposed.

The fundamental idea was to improve the rural schools. There was no fault-finding with present officials, but merely with the present system. There was the belief that the State ought to make these changes general; but the State had not done so, therefore Butte county undertook to "start something" in the hope that it would be adopted by other counties or still better by the Legislature. Experience will show what changes are needed, and they will probably be farther in the direction of a full county unit system. The charter is a step, a large step, in that direction. Here are the principal provisions:

1. A board of county school trustees, composed of five members, one from each supervisory district, chosen by the people at the same time and in essentially the same manner as supervisors. Five members will be chosen in November, 1918, for two years, but afterward for same term as supervisors. They take office the first Monday of December after election. They receive actual expenses, but no compensation for their services. The affirmative vote of three members is necessary to make an appointment. The powers of this board are limited to the appointment or removal for cause of the following officers: A county superintendent, a supervising deputy county superintendent, and three teachers to serve on the county board of education.

2. The county superintendent must have a regular elementary or high school certificate of California, have had five years' experience as a teacher or educational administration, or both, two years of which must have been in the five years immediately preceding his appointment. He need not be an elector of the county, but must reside there during his term of office. He is first chosen for two years, and if reappointed he holds for four years longer, unless sooner removed or recalled.

The supervising deputy is chosen for the same term as the superintendent, but need have but three years' experience, one year of which must have been in the three years immediately preceding the appointment.

The county superintendent of his supervising deputy shall visit each teacher in every school in the county (outside of cities having city superintendents) at least twice each year, the visit to total not less than six hours, and shall visit schools outside of incorporated cities at least every other school month. At least twice each year the superintendent shall make report to the clerk of the district on the condition of the school. (This is intended to give some such supervision as city schools now receive.) The superintendent's approval must be had as to character and quantity of all supplies furnished to each district. The county superintendent's salary is fixed at $2,700 per year and traveling expenses; that of the supervising deputy, $1,500, and the office deputy, appointed by the superintendent, at $840.

3. The county board of education is composed of the superintendent, supervising deputy and the three teachers named above. The teacher members are appointed for a term of three years, one appointed each year. The county board has such powers as are now provided by general law, but in addition have power to accept or reject such bids for school supplies, furniture, etc., as may be received by the county superintendent for all the schools within the jurisdiction of the board (i. e. those not under city boards). The board shall fix the date when requisitions for supplies, furniture, etc., must be filed with the superintendent by the trustees of various districts. No supplies can be purchased in any other way. The pay of the three teacher members of the county board is limited to $5 per day, not to exceed $150 per year and traveling expenses.

Where not otherwise provided in the charter, the general law of the State applies to the management of the schools.

The main points of change provided by this charter are that a board of county school trustees is provided and is the basis for a county unit system; the county superintendent and supervising deputy are appointed by a non-political, elective body, somewhat after the plan of a city board of education, and must have real educational qualifications and experience; these of-

ficers are taken out of politics; the superintendent holds office on merit, for he is subject to removal at any time for cause; there is provision for some real supervision of the rural schools; supplies for all the schools are bought in quantities on competitive bids. This system is not perfect and in practice it may show serious defects, but it is an attempt to improve the present notoriously defective system.

* * *

WESTERN SCHOOL NOTES

Dr. Frederic Burk will spend a month in the Yosemite and will give a course of lectures to summer schools.

* * *

Eli N. Mabry of Oakland has been chosen to succeed W. T. Walton, who has resigned, as principal of the Los Gatos schools.

* * *

Phillip J. Lawler, manager school savings department of the Bank of Italy, is doing a remarkable work for the children of San Francisco and the schools of the state. He has recently, with Dr. A. H. Giannini, been organizing the system in San Joaquin Valley schools.

* * *

The County Board of Education of Modoc county and various trustees met in Superintendent Harris' office recently to arrange for a new course of study.

* * *

Mrs. Julia Norwood of Johnsville, a member of the County Board of Education, has been appointed by the Board of Supervisors of Lassen county to fill the unexpired term of F. Brunhouse, deceased.

* * *

Supervisor Hamilton of Los Angeles county was hissed by the teachers when he said it was impossible to provide for increases in teachers' salaries.

* * *

Prof. Hudson of Orosi, Cal., has been elected to the principalship of the Porterville schools. Prof. Irwin will succeed him at Orosi.

* * *

The San Francisco Examiner of June 3rd has a fine editorial on teaching Spanish in the public schools of California.

* * *

Mrs. J. B. Hughes has been elected teacher of history, music and arithmetic in the Oroville school. Mrs. Hughes is a fine scholar, an orator, and a charming woman, who has devoted much time to public service.

* * *

Miss Mabel Edwards of the Grass Valley High School has been compelled to resign on account of ill health.

* * *

The Santa Clara High School Board has elected F. A. Mendenhall of Los Banos as an all-around assistant teacher.

* * *

J. L. Taylor of the Ukiah High School and Miss Movill of College City have been elected in the Healdsburg High School.

* * *

Prof. Teall, principal of the Agricultural High School of Los Angeles, has been elected as principal of the Madera Union High School, to take the place of F. O. Mower. There were seventy-one applicants.

* * *

Have you visited the big depository and fine offices of the American Book Co. at 121 Second street, San Francisco, Cal.? D. J. Sullivan and C. C. Van Liew are always glad to see the teachers who are looking for material in texts for high schools, supplemental texts for elementary schools, or for books suitable for library use. Messrs. Sullivan and Van Liew are justly proud of their fine headquarters and for the excellent réputation they have earned as giving courteous and efficient service for the schools of California.

* * *

The course in manual training in San Rafael schools will be materially changed. Besides the work in joiner work and furniture making, classes in carpentry and automobile repairing will be started. The board has secured for this department the services of Bert Hewitt.

* * *

Teachers for the Live Oak school for the coming year have been selected. At a meeting of the trustees the following were offered places: Frank Silver, principal; Ernest C. Davis, Miss Ellington, Miss June Carroll and Lucy Biggs.

* * *

The twenty-first annual commencement exercises of the St. Helena High School were held on Thursday, May 24. G. F. Weber has proven an efficient principal and arranged an excellent program. Will C. Wood, commissioner of secondary education, was the principal speaker. He spoke on "Some Lessons of the Great World War."

* * *

Robert F. Burns, ex-county superintendent of schools of Placer county, and brother of Miss Irene Burns, the present county superintendent, dropped dead on May 30th at Lodi after an eloquent peroration in his Memorial Day address. Mr. Burns was a well known citizen, a fine orator, a good lawyer, and devoted much of his life to public service. The editor of the Placer Herald says:

"'Bob' Burns was above the average man. He was eloquent in speech, sincere in his friendships, honest with all mankind, and patriotic in the love of home and country to the core. Bob Burns was strictly conscientious and fair to his fellows, and he never did a really mean thing. He was by gift an orator, and his speeches, of which he made many on various occasions, were word paintings. When he talked, whether from the rostrum or on the street, he was always earnest, and his logis was convincing. Some of the prettiest word paintings the writer has ever heard came from the lips of Bob Burns.

In his lodge work he carried the same earnestness, and he had reached the highest goal of Pythianism in this State and was at the time of his death supreme representative to the Grand Lodge of the United States. He had also obtained high station in the Uniformed Rank of the order."

* * *

The University Extension Division of the University of California, announces a course of "Field Trips to Study California Wild Flowers." The course will be under the instruction of Miss Lucile Morin, teacher of botany at the Polytechnic High School. The first trip is scheduled for Saturday, May 25th, 1918, should the registration be sufficient to warrant. Applicants for this course may register in the immediate future at the Bureau of Class Instruction, Lick Building, 50 Post street.

* * *

Caspar W. Hodgson, of the World Book Company of New York, intends to spend some time on his ranch in California, near the Yosemite Valley.

* * *

The San Francisco Board of Education arranged with the school children to give Franklin K. Lane, secretary of the Interior, a reception at the City Hall. Mr. Lane made a stirring, patriotic and an appropriate address.

* * *

Mark Keppel was the orator of the day at the graduating exercises of the Cochealla High School, James Ferguson principal.

* * *

J. M. Layhue, one of the best known school men of Washington, died April 10th from acute pneumonia. He was a county superintendent, a deputy state superintendent and superintendent of the summer schools when he died.

* * *

J. E. McKown, formerly of Southern California, has resigned the principalship of Bellingham High School to take the superintendency of the Ferndale School, vice E. T. Mathes, who resigned to go to France on Red Cross work.

* * *

Eighteen hundred high school pupils of San Diego went on a strike this month because the Board of Education dismissed Arthur Gould, the principal and twenty teachers.

* * *

C. N. Shane of Oakland is asking for a parental farm for misfits. A good idea.

* * *

Miss Lillian S. Hyde was elected as head of the domestic science department of the Santa Rosa High School.

* * *

The Board of Education of Monrovia has discontinued the position of city superintendent of schools. This position was formerly held by Thomas E. Thompson. The work of supervising the schools will be divided up among the principals.

* * *

H. J. Wilcox has been elected principal of the Placerville High School, vice W. J. Grimes, resigned.

Irwin Passmore, who is devoting much time and service to community work, and who is a man of fine character and ability, with ideas that count for service, was severely criticised by one of the trustees, but the Board of Education were emphatic in sustaining him and his recommendations.

* * *

The Los Angeles Board of Education accepted the resignation of forty-seven teachers as its meeting June 3rd. The Board of Education has agreed to a raise of $100 per year for each teacher.

* * *

Prof. Eugene Barker, head of department of mathematics in Los Angeles Polytechnic High School, has resigned to accept a position in Oakland High School. Prof. Barker is the author of a new plane trigonometry, with tables, a book with 86 illustrations, 172 pages. Price $1.00, postpaid. Published by P. Blakiston's Son & Company.

* * *

A conference for furnishing physical education in the schools and colleges of the West as a means of aiding the war has been called for Berkeley for July 18 and 19, when 500 physical education instructors of nine states will gather at the University of California for the first annual meeting of the Western district, American Physical Education Association.

"Physical Education and the War" will be the theme of the conference. Delegates will gather from Wyoming, Montana, Idaho, Nevada, Utah, Arizona, California, Washington and Oregon, with speakers of national repute addressing the convention. Among those scheduled to make addresses on various phases of the physical education problem in relation to the great struggle now being waged will be Dr. C. Ward Crampton, director of physical education in the New York schools; Dr. E. B. Hoag, medical psychologist of the Los Angeles juvenile court; Prof. Clark Hertherington, state supervisor of physical education in California; Capt. T. G. Cooke, athletic director at Camp Lewis; Dr. A. F. Lange, head of the department of education at the University of California; and others of national prominence.

* * *

Dr. E. B. Hoag, author of "Health Index to Children" and other medical material for schools, has been elected to a position in the University of California.

* * *

L. A. Thomas, Jr., of the Chico High School, has been elected principal of the Jackson Union High School.

* * *

Superintendent John F. West of San Diego held a trustees' convention on June 3rd in San Diego. President E. L. Hardy, W. F. Bliss, Superintendent Mark Keppel and Superintendent A. P. Shibley were among the notable speakers. Superintendent West is a live wire superintendent.

* * *

C. A. Hollingshead, principal of the Santa Barbara High School, has been requested to head the pedagogy and psychology department of the Humboldt County Normal School this summer. As head of the Colorado State Normal, Mr. Hollingshead has had a great deal of experience along this line.

* * *

The California High School Teachers' Association will meet at Berkeley, July 15 to July 20. The meeting is an important one, as a plan is proposed to change the high schools to straight eight-year course instead of six, as is now in the junior colleges.

* * *

The Board of Education of Oakland, at its meeting of June 7th, made a number of important changes. W. T. Ewing, vice-principal of Technical High, has been made director of the business affairs of the school; J. A. Vergon, principal of the Claremont School, and formerly superintendent of Modoc county, resigned. He has a record of splendid service for the school. Five teachers were dismissed from the department. Edgar E. Muller, of San Diego, was elected principal of the Lakeview School. Mr. Muller comes to Oakland with a record for efficiency seldom equalled. He is the father of an interesting family, began his career in a small rural school in San Diego, and has rendered good service.

* * *

W. H. Holland, Elmer Higgins and Curtis Thing of Pasadena schools have taken leaves of absences to engage in war work.

Southern California Section

Under Direction of
HERBERT F. CLARK
Teacher of History
Sentous Street Intermediate School
Los Angeles, Cal.

Editorial

YOUNG MEN OF TWENTY-ONE REGISTER FOR WAR

It was an interesting experience to sit on June 5 and register the young men of 21 as soldiers in the United States Army. It gave one a peculiar thrill to hear them answer the questions propounded and feel them yield for the first time to the call of their native land. It was a rebirth to many of them; it was a conscious recognition that they were but an integral part of a larger whole. It won't be a bad idea to have this become the regular policy of the nation, for we are so prone to think and act as merely individuals that a process such as this will bring us to realize that "no man liveth unto himself and no man dieth unto himself."

* * *

PATRIOTIC SERVICE VERSUS SUMMER VACATIONS

Thousands of our teachers, for the first time in their teaching experience, will forego this summer the pleasure of their annual vacation. Some of our women will go to the country and become food producers, others will enter shop and factory, others enter various fields of direct war service. This tremendous movement bespeaks the wholehearted loyalty of our female teachers. It spells a new era in American womanhood. We are going through a wonderful transitional period in regard to the place of women in our civilization. Never before in the history of the world has such a large percentage of them arisen to equal responsibilities with men. When the sky clears from the present great catastrophe, we will see humanity as a whole from a different point of view and we will find women play a much larger part in the constructive forces of the world.

* * *

LOS ANGELES TEACHERS TAKE LOYALTY PLEDGE

When the President of the United States assumes the duties of his office, he stands, places one hand on a Bible, holds the other aloft, and solemnly swears that he will abide by the Constitution of the United States, support its laws, and faithfully perform the duties entrusted to him as the chief servant of the people. The governor of each State must take a similar oath, and numerous officials throughout the land do likewise. In so doing, it is an acknowledgment that it becomes their chief function to serve the people who have entrusted them with their interests.

Teachers may feel themselves honored by being placed in the same class with the President of the United States, with the governors of all the States, and the numerous officials devoted to public welfare. It is but a recognition of the high function they perform and the demand that they assume a responsibility co-ordinate with it.

There is growing out of this terrible world trouble the feeling that each individual owes an allegiance to the country of his habitation, and that he, too, is under obligation to recognize the service he should render to his fellowman. And it would not be at all out of place at this particular time to ask each citizen of this great country to take an oath of allegiance and constructive service in order the more to cement our people into one bond of sympathy in the great struggle at hand. It would tend to ferret out the lukewarm pseudo-patriot, the alien enemy at heart and otherwise. It would dignify the common citizen by lifting him on the lofty plane now occupied by the President of the United States, the governors of the several States and that vast army of loyal teachers of America.

* * *

CONSTRUCTIVE DISCUSSION IN COMPULSORY DEPARTMENT REPORT

Superintendents throughout the country and students and workers in child welfare agencies will do well to get hold of the recent report of the Department of Compulsory Education and Child Welfare of the Los Angeles city schools. The report is in the form of a booklet of 72 pages and gives a history of the work of the department since its inception some twelve years ago. In addition, it gives a constructive discussion of the facts relating to truancy, its causes, methods of dealing with truants, and statistics to prove the conclusions drawn. It abounds with the philosophy of good will toward the wayward, emphasizes the constructive rather than the restrictive method in dealing with truants and incorrigibles, and points pretty clearly to some of the defects in our attempt to handle children en masse and make them to fit in the same mould. Copies of this report may be obtained by addressing the director, E. J. Lickley.

* * *

WAR SAVING SOCIETIES TO BE TEACHERS OF THRIFT AND PATRIOTISM

The children of this land of ours have taught the adult people some valuable lessons of thrift and patriotism. Since the inauguration of the Thrift Stamp plan, millions of dollars have been set aside for the present use of the comingV....atisdeout. present use of the government, and for the future use of the coming men and women of America. Boys and girls are intensive patriots. One can readily see at this time how easy it was to set on foot the crusades of mediaeval history. If one could appeal to children today to cross the waters and "swat" the Kaiser, they would respond in millions. But this is a day of saner judgment, and the impulsive youth can be depended upon to exert their energies in a more constructive way than making long pilgrimages in foreign lands.

Besides teaching the children habits of thrift, this organization is cementing the children of the nation into one bond of patriotism. We have been so generous in our attitude toward the immigrant; we have been so confident in our public education that today we find numerous unmalgamated elements in our body politic. We have rejoiced in our freedom of thought and action, and rightly so, for we have been trying to build for civilization and not tearing it down. But now we are confronted by a vast war machine of forty years' construction tearing right over the parapets of civilization, and we need to reconstruct our notions of education not to be able to defeat such an implement of destruction, but to make its construction needless and impossible.

* * *

THE FIRE SEASON

Public Service Opportunities for Children and Teachers

Almost every one in California has seen a forest fire, or the ruins in the track of one. But here are some statistics carefully compiled from authoritative records, using round numbers which are more easily remembered:

In nine seasons the total number of fires reported from the California forests exceeded eight thousand. Large areas of valuable timber and small trees, as well as much forage, was destroyed. About half a million dollars was spent in fighting these fires.

The most serious fact about these fires should be plainly understood by Americans—in recent years the number of fires caused by careless campers and brush-burners, and by evil-minded incendiaries, has very much increased. In 1908 the total number of fires due to the above-named three causes was but 138; in 1917 it was 588!

It is one of the first duties of patriotic citizens to aid in creating a stronger public sentiment against forest fires, and in developing fuller knowledge of the subject. Teachers, by study of forest publications and by visiting the national forests can become leaders in a campaign to save the forests, and thus conserve our national resources in this time of need. Every loyal teacher and child can help, and at once, so as to materially reduce the losses of the coming season of 1918.

There is a chance for progressive teachers to work up systematic camp-drills in preventing fires as well as in quickly subduing them. Perhaps wide-awake American boys and girls can help to discover who it is that is setting some of these fires. Let us pull together to save more food and timber.

Here in California the woodlands and forests are in danger from fires all summer and until heavy rains come. Last year was a very bad fire year, and all the indications are that the coming five months will beat the record unless a united effort can be made to co-operate fully, heartily with forest workers everywhere. It is really a war campaign, and one which cannot be neglected. These summer vacation days are precious. Let the teachers and young people give some of them to fire-protection work. Charles Howard Shinn.

* * *

H. G. Martin, a graduate of Harvard, has taken the principalship of the schools of Carpenteria to succeed C. B. Collins, who goes to the Imperial schools.

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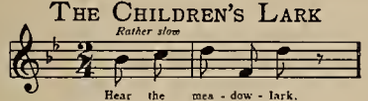

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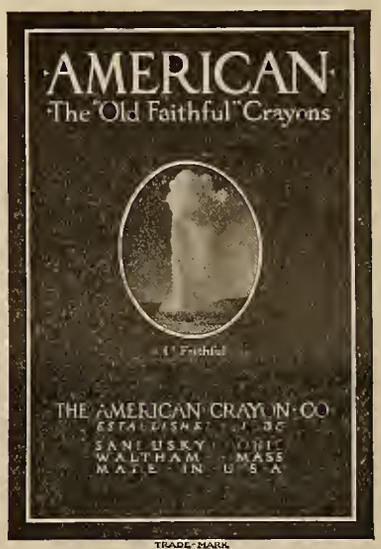

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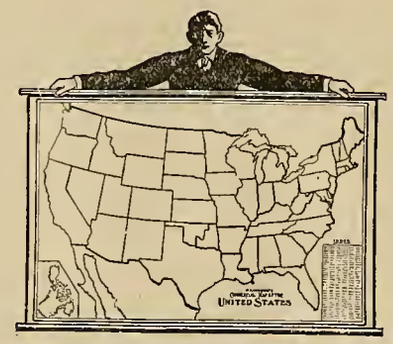

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THE

WESTERN JOURNAL OF EDUCATION

Vol. XXIV SAN FRANCISCO, JULY, 1918 No. 7

MEETINGS

Bay Section the California Teachers' Association; Wm. J. Cooper, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, F. H. Boren, Lindsay, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the Califnroia Teachers' Association; E. E. Brownell, Gilroy, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, Mrs. Agnes Ray, George W. Stone.

The Western Journal of Education

HARR WAGNER, Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Washington Irving School, San Francisco.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

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Editorial

ON WHEELS

Featuring the California Library Association Meet at Hotel Del Monte, the Book Exhibits at Summer Session of the U. C., Etc., Etc.

Along Camino Real from San Francisco to Del Monte via San Juan Mission on a warm June day on the wheels of an auto, is more than a passing delight. Ben F. Field describes the King's Highway in four lines, as follows:

"Half the length of California,
Through the sunshine and the shade,
Past the old Franciscan Missions,
Runs the road the Padres made."

On Monday, June 17th, I arrived in San Jose and called on Superintendent D. T. Bateman and his efficient deputy, Mrs. Bateman. They were both busy with school war activities. I also called on Stella Huntington, the county librarian, who began her work at the San Francisco State Normal, San Francisco, and as county librarian of Yolo county set the high standard of efficiency which has made the great work of the county library system possible. Miss Huntington was busy, but not too busy to say she needed Pacific History Stories in her work. In fact, it is largely due to her encouragement that Pacific History Studies were re-written and published in the year 1918. From San Jose I went over the beautiful State Highway to Hotel Del Monte to attend the California Library Association meeting. Del Monte was never more beautiful. The days were balmy, the nights cool, and midnights peaceful. I found Miss Josephine Blanche, the poet, writer and artist in charge of the art gallery, where the librarians were to meet. It was a "perfect picture" of a place to hold a convention. I have been attending teachers' meetings and associations for so many years that I felt like a dove among eagles, or vice versa, until Dr. Burke appeared and created uproarious applause with his statement that as reading is about all there is to education, the county and city librarians should take over the entire school system. Then I began to realize that the association was but another angle of the teachers' meetings, the local institute, the city institute, the county institute, the section of the C. T. A., the C. T. A., the convention of city and county superintendents, the convention of high School principals, and the great convention of the N. E. A. There is a kinship among them all. There is the president, the secretary, the leading speakers, the man or woman who speaks from the floor with an idea that does not always fit in with the program, the election of officers, and the lobby, which is always interesting. Then there is the faithful member who takes a front seat, pays her dues regularly, listens to all the papers, and worships at the shrine of the leaders. What would an association meeting be without these faithful, easily led people? How one head can hold all the un-Hooverized brain food I do not know! The program was a real program—a standardized affair. The sessions opened with a song by Miss Hibberd, wiith Anne Bell Bailey as accompanist. The president, Sarah McCardle, made her annual address. She has a strong face and an impressive personality. She should be a politician for she has the make-up for a Senator, Governor or Congressman. I am going to send her, with my compliments, Bessie Beatty's Political Primer. Miss Eleanor Hitt, youthful, charming and attractive, and yet efficient, made a hit with her account of library service for elementary school age. Mrs. Virginia C. Bacon of the Humboldt State Normal, was also effective in telling of her work. Miss Susan T. Smith of the State Library was the humorist of the meeting. Miss Clara B. Dills of Solano had a good story to tell of her co-operation with the Farm Adviser in library work. Selden Smith told me that he enjoyed the blind girl's (Miss Kate Foley) "Re-Educating the Blind Adult." Library service for the High School Age was discussed by Marian Horton of Los Angeles Public Library and by Katherine Post Ferris of Kings county. Charles Greene's "Blighty" was a witty, scholarly and an address of rare literary merit. Miss Cornelia D. Provines spoke of assistance that could be rendered to correspondence course students. Miss Eddy, who is chief of the propaganda of library service, gave a summary of the work done by the State the past year. The paper, however, that was the keynote speech of the convention, was the summary of progress in school library service, by Mary Dexter Henshall. This paper will be published in the August Journal, which will feature the work of city and county librarians of the State from an educational standpoint. She made the statement that school trustees who read the Western Journal of Education gave the library work intelligent co-operation. .

There were many interesting people at the library association: J. C. Rowell, librarian of the University of California, who is head of the library of the great institution; Milton J. Ferguson, the new president of the State Library and the newly-elected president of the C. L. A.; Miss Anne Hadden of Monterey county, the hostess of the meeting, who contributed greatly to its success and whose work in Monterey county has been especially effective; Mrs. Alice Anderson of Trinity county, who carries the message of good books to the top of the mountains and down in the deep, wooded canyons and in the valleys; Miss Celia Gleason, whose position in Los Angeles county has assumed such great importance, having over $125,000 per year to spend in books; Mr. Perry, of the Los Angeles Free Public Library; and Joseph Daniels, of Riverside, whose stories are always a feature of every gathering where he happens to be and who is the head of a training school for librarians. There were a group of book men that added interest to the occasion: Mr. Van Nostrand, Pacific Coast manager of the Milton Bradley Company; Mrs. Willis, the energetic representative of the same firm; Miss James, of the F. A. Owen Company; Mr. Chandler and W. T. Potter, of the W. T. Potter Company; W. O. Baker, of Scribner's Sons (whose golf suit would have made Mr. C. F. Scott, if he had been there, envious); Mr. Blake, of Newbegin, who presented each librarian with a fine gift book; Mr. Grimes, of Silver-Burdett Company; Mr. Selden Smith, who drove up in his machine with his family from Carmel and who looked like one of the millionaires who patronize Del Monte;

SCHOOL LAW

Superintendent A. P. Shibley of Imperial writes us that Section 1702 of the Political Code is a wonderfully comprehensive statute. Here it is. Read it. Put it in action. Enough said.

"Morality, truth, justice, and patriotism must be taught.

"Sec. 1702. It shall be the duty of all teachers to endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, and patriotism; to teach them to avoid idleness, profanity, and falsehood; and to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties, and dignity of American citizenship."

Miss M. Jacobs, of H. S. Crocker & Company, who has charge of the school and public library department of this progressive firm's large business.

The meeting was unusual. It was different from the ordinary convention, because everybody talked about their activities from the viewpoint of service. They were proud of the Library's Golden Age of Service. Enthusiasm! I never saw such an enthusiastic crowd. There seemed to be a real sub-current of enthusiasm along the line of carrying the message of the value of good books to the masses of the people—books that will make the average man and woman more efficient in their life work.

* * *

BOOK EXHIBITS AT THE UNIVERSITY OF CALIFORNIA

After four hours on the train, I arrived at San Francisco, and on July 9th took the street car, boat and electric car to Berkeley to take a "look in." On the summer session of the University of California, I naturally called first at Room 331 of the Benjamin Ide Wheeler building, where P. Blakiston's Son & Co.'s High School Texts and a few of the Harr Wagner Publishing Company's books are on exhibit. I saw Mr. F. A. Rice, who is in charge of the large and interesting exhibit of Ginn & Co., who publish the directory of those who attend the Summer School. There are 3417 names and addresses in Berkeley and 619 in the Los Angeles directory—a total of 4036. The exhibit of Milton Bradley Company is also in room 331. Mr. Rice seems to be popular with the summer school students, for there are people coming and going all the while. The Gregg Publishing Company also have an attractive exhibit at 336, in charge of Mary Louise Smith. Great interest is taken in war times in these practical books. D. C. Heath & Company have a complete exhibit in charge of Miss Lorette Johansen. There is much interest manifested in the Heath list of Spanish, French and Italian books, now that the German has been eliminated. The American Book Company has a large exhibit of the entire line of books published by the firm, Dr. C. C. Van Liew in charge. Scott Foresman & Company's books are in charge of E. B. Wickersham and C. F. Scott, formerly with D. C. Heath & Company. The Macmillan Company is represented by Mr. Beers and young Mr. Morehouse; the Silver-Burdett & Company by the scholarly Mr. N. C. Grimes; F. A. Owen Company by Miss James, and Allyn & Bacon by Mr. Hill. These exhibits are certainly a great help to the schools and the students of the Summer School. Teachers are always interested in books that may be of value to them in their work. The day of sending out thousands of sample copies is past. There are nearly 4,000 teachers at Berkeley. They may find in this exhibit practically every book that is worth while that is published for public school use. The exhibit is of interest and as Gladstone says:

"Books are delightful society. If you go into a room and find it full of books, even without taking them from their shelves, they seem to speak to you, to bid you welcome. They seem to tell you that they have got something inside their covers that will be good for you, and that they are willing and desirous to impart to you. Value them much."

From here I went to the Liberty Theatre to see Herbert Bashford's play, "Taken in." I was not. It is a new play showing the artistry of the poet, writer and dramatist. Mr. Bashford is well known to the educational world as literary editor of the Bulletin and as a brilliant lecturer on literary and educational subjects.

Harr Wagner.

* * *

WESTERN SCHOOL NEWS

Prof. C. A. Hollingshead, principal of the Santa Barbara High School, has been voted leave of absence for the duration of the war for the purpose of going to France to engage in Y. M. C. A. work. He has received orders to report in New York on August 7 to sail for France. Hollingshead is one of the best-known educators in the State. He has been connected with the Santa Barbara city schools for a number of years.

Hugh J. Baldwin, assemblyman from San Diego and formerly superintendent of schools of San Diego, has announced himself as a candidate for county superintendent of schools against John F. West.

J. W. Raymer, the efficient teacher of physics in the Berkeley High School, has taken a leave of absence for a year.

F. F. Bunker, formerly superintendent of Berkeley schools, is now engaged in educational work for the U. S. Bureau of Education.

R. F. Nyman, who has been the principal of the Petaluma High School, has been elected to teach civics and history in the Polytechnic High School, Oakland.

The board of education of Plumas county has elected John A. Kell principal of the County High School.

All teachers of Salinas have been given a raise from $50 to $100 per annum.

Prof. H. G. Clement, the new superintendent of Redlands schools, has been appointed a member of the County Board of Education of San Bernardino county.

J. F. Leonard has been elected to the principalship of the Kerman Union School.

Mr. Lloyd Johnson has been elected principal of the Grammar School of Arbuckle for the coming term. Last year he was principal at the Weaverville School.

* * *

"FOR THE SAKE OF THE HOHENZOLLERNS"

If any riveter in a shipyard drives only sixty rivets where he could drive 120, he has driven sixty for freedom and he has left sixty undriven for the sake of the Hohenzollerns. If any man works three days at high wages and loafs the next three because of the high wages he has received during the first three, he is an enemy to America and an ally to the Kaiser. If any man, if any capitalist, makes an undue profit, or if any workman scants his job, he is playing the game of tyranny against liberty and he is false to his brothers in uniform at the front.—Theodore Roosevelt at Carnegie Hall, New York, May 7, 1917.

Scott Sterling, the live-wire principal of the Half Moon Bay High School, has entered into the service, and is doing his part for the government by working as an assistant riveter in the Union Iron Works during vacation.

Arthur Gould, formerly principal of the San Diego High School, has been appointed deputy superintendent of schools of Los Angeles, California.

Humboldt, Trinity, Del Norte and Mendocino will employ a rural supervisor who will visit the schools and conduct the county institutes.

Dr. H. B. Wilson, superintendent of schools of Topeka, Kan., has been elected superintendent of Berkeley schools at a salary of $6,000 a year. Superintendent Morris James, who has endeared himself to the Berkeley people and the school men of the State by his devotion to splendid ideals in education, will remain as deputy superintendent, with his present salary. The board of education raised all the salaries of teachers and re-elected C. L. Biedenbach principal of the High School at an increased salary. Superintendent Wilson is an author and lecturer of note. He was one of the principal instructors at Roncovieri's Institute in San Francisco in March, 1918.

* * *

IMPERIAL COUNTY SCHOOL NEWS

Imperial county is to have A. T. Vinacke next year as principal of the Calexico Union High School, vice George C. Sherwood, resigned. Imperial Valley Union High gets C. B. Colline, vice J. J. Morgan.

Mr. Vinacke has been the popular and much loved principal at Norwalk for a number of years.

Mr. Collins was a Needles for seven years and made an enviable record there. Last year he was at Carpenteria. He will have charge of the elementary schools of the Imperial district also.

The high school principals at Brawley, Holtville and El Centro return, all at nicely increased salaries. They are: S. H. Thompson, B. R. Crandall and Wm. T. Randall, respectively.

Brawley, El Centro, Calexico and Holtville retain their elementary principals of last year: H. B. Griffin, M. D. Boucher, F. F. Fanning and Clarence Hodges, respectively.

Contracts filed to date show nicely increased salaries for all teachers, particularly the elementary teachers.

Superintendent Shibley has installed a Burroughs posting and listing machine to do all ledger work. A carbon copy will be made and sent to all clerks at the first of each month. The machine cost $725, but it will cut the ledger work to less than half the time, do it better—keep the clerks absolutely informed of the state of finances, and do all better than ever before.

HON. EDWARD HYATT

Candidate for Re-election to the Office of SUPERINTENDENT OF PUBLIC INSTRUCTION

The following is a concise, clear and definite presentation of Superintendent Edward Hyatt's claims for the vote of the people:

On the ground of faithful and efficient service to the schools of the State, Superintendent Hyatt asks your support for re-election at the coming election.

Mr. Hyatt is equipped for the place. He is a scholar, with the degree and the honor record of a great university. He holds the high school life diploma. He has a rich and varied experience, including years of work in every step of California's school systtem. He has force, skill and originality in conducting the school affairs of a great State.

It is good business to return Superintendent Hyatt for another term. A merchant or a banker keeps his faithful and efficient assistant as long as possible. The business world appreciates the experienced man, and holds him with hooks of steel, when he is capable and honest. Should not the State do likewise?

His administration has been marked by more new enterprises and beneficial school legislation than any other since the adoption of our Constitution in 1879. Free text-books, retirement salaries, the rise of the high school, the social center law, increased enrollment by apportioning money on actual attendance, are some of the striking advances of his time.

He is a university graduate; has been in the California schools for thirty years, beginning in the country at $55 per month and serving in every capacity up to his present place.

He worked earnestly for the cause of equal suffrage and wrote some of the material used in its campaign.

The highest and most useful duty of the school superintendent lies in the encouragement and the inspiration of his fellow workers. It is not possible to reach 15,000 teachers, 10,000 trustees, 400,000 children by personal visit or by word of mouth. But Superintendent Hyatt, using the printing press as a means of communication, has made a national reputation in this direction. His bulletins, letters and circulars have won the hearty approval of many thousands of school people directly concerned, and of editors at home and abroad. The U. S. Commissioner of Education at Washington is the highest educational officer in the Nation. In a personal letter he says:

"I am impressed with the idea that your circular will do this country a distinct service. Can you spare 30,000 copies? I will send them throughout the United States with a letter from myself?"

The "World's Work," a famous New York magazine, prints an editorial from which this sentence is taken:

"Such official publications as these of Mr. Hyatt are an inspiration to new endeavor and are of enduring usefulness."

Superintendent Hyatt bridges the old and the new. Recent legislation has filled the school department with new enterprises, new officers, new employes. Familiarity with the situation is an asset of peculiar value making for safety. Mr. Hyatt's experience is needed now and will be of great value the next four years. Lincoln said: "Never swap horses in the middle of the stream."

Superintendent Hyatt's legal conclusions have not been successfully attacked in a single instance during his years of service. His legal positions have stood the honest tests of trustees, superintendents, district attorneys, judges, even the Supreme Court itself—and have been finally upheld in every case.

This does not indicate superhuman wisdom, but it does point to a safe, careful and reasonable administration of school affairs. Mr. Hyatt is sending out a card with this printed upon it:

This little photograph (his latest) will serve as a memento of Superintendent Edward Hyatt, and as a reminder that he is a candidate for renomination at the primary election August 27th next. He will be grateful indeed for your friendly support at that time.

Hon. Edward Hyatt

STENOGRAPHERS FOR WAR SERVICE

Chas. Swem, President Wilson's private stenographer, and Warren Johnson, Secretary Tumulty's stenographer, have both resigned their positions to enter active service at the front. It will be very difficult to replace these two men, as they were both expert stenographers. They used the Gregg system, which is so popular on the Pacific Coast. Mr. Swem has been with President Wilson since the days when he was Governor of New Jersey and is known as one of the most rapid shorthand writers in the world. He was runner-up for one world's championship, and finished third in another. It was of considerable help to the President to have Mr. Swem around, for he has a remarkable record for accuracy. He also has taken the President's speeches for years, and the President has always insisted when more than one stenographer was present, that the Swem transcript be made official.

* * *

Oakland Joins Honor Roll in Giving the Teachers a Substantial Raise.

Salary increases for every employee in the Oakland school department, including about 1,000 teachers, were granted by the Oakland Board of Education, June 4, 1918, on the recommendation of Fred M. Hunter, superintendent of schools. Upon a plan submitted for consideration, the increases in the Oakland school budget will be based upon a sum to be determined by the per capita cost of the present year, multiplied by the increment in the average daily attendance.

The increase will be approximately $100,000 for all departments, according to School Director Louis Aber. Teachers who, under the old wage scale received $100 per month, will receive approximately $112. In presenting the recommendation, Hunter said the requests of the teachers for more money were backed by arguments which were invulnerable. He said:

"Of no servant of the state is so much required as of the teacher. As the German pedagogue and a misdirected system of public education were used through a generation as the agency of the state to build up an efficient autocracy, just so must that efficiency be combated and overcome by the public schools of the great democracies of the world."

Rural Schools.

I. B. Hickman, clerk of the Carneros district, Monterey county, writes: "We have raised our teacher $100 for the year. If every school does as well, the work will be well done."

The Ancient Order of Mozurians

BREAKING THE LOCKSTEP BY THE OPPORTUNITY CLASS

Things are moving. Throughout the United States "Opportunity" Classes are being formed. They have appeared in New York, Boston, Chicago, St. Louis and many other of the larger cities. In California they have appeared in Oakland and in Los Angeles.

It is true, the definition of the "Opportunity" Class varies widely. In some cities the Opportunity Class means a segregation of the more intelligent, more rapid, more ambitious, with opportunity to make faster progress, as a class, by virtue of the superior ability of all; but it might easily provide opportunity for each member to make faster progress, as individual, according to his own rate and measure. In other places, the Opportunity Class means a segregation of the slower or backward, with opportunity to cut across lots. In still other places, as in Oakland, the Opportunity Class means a segregation of pupils retarded by reason of sickness, absence or other causes, with opportunity to make up lost ground by special attention.

But whatever the form of application, the Opportunity Class is a symptom of realization upon the part of the administrative authorities that the lockstep evils of existwedge of large possibilities. In Oakland during the past year, under the direction of Mr. Cox and Research Director Dixon, four Opportunity Classes have been in operation and Superintendent Hunter has been so gratified with results that several times this number are being organized for the ensuing year.

In Los Angeles the Opportunity Class is in process of incubation. Toward the close of the year, the principals of thirty schools selected the five most promising pupils in the 6A grade. Mr. Robert Lane, director of research, then excluded from the 150 children all foreigners, because for the initial experiment he wished the simplest conditions. This ruling left 90. Next a test in arithmetic was given and 45 went out and a subsequent test in language finally reduced the original 150 to 35. These selects are organized as a separate group at the Central Intermediate School, and Mr. Lane's expectation is that they will complete the seventh, eighth and ninth grades in two years. They have been tested by the Binet mental scale and also physically.

Possibilities of the Opportunity Class

The Opportunity Class offers a variety of lines of developing and far-extending possibilities of good works.

I. We may organize, as has been done, merely to provide opportunity for rapid, slow or retarded pupils, segregated as such. This plan merely provides opportunity for better advancement as a class, uniform course of study, uniform lessons, set recitations for all, and other features of the lockstep may be retained. The advantage merely lies in the fact that the pupils, segregated to some greater degree of likeness, do not hinder one another so much; or

Individual Instruction

II. The class may be organized upon the individual method; such pupil may be permitted to make his own rate of progress. It would not be too much to anticipate that with a class selected upon the Los Angeles plan and given individual instruction that some pupils would complete three grades in one year and none in less than three grades in two years; or

III. We may combine the features of the Opportunity Class with those of individual instruction and of the intermediate school. Suppose we organize these features in the sixth grade. Suppose further that we set as standards of admission to this plan the acquirement during the first six grades of the following: (1) ability to read intelligently; (2) to write legibly; (3) to do numerical work accurately and a fair degree of speed; and (4) to be able to write a paragraph with no errors in construction, punctuation or capitalization. Nothing else need be exacted. Music, drawing, story telling, physical training, nature study, history stories, geography readings, etc., may have been given, but without the exaction that all pupils should have taken precisely the same course or that all have the same degree of advancement in these subjects.

Beginning with the low sixth grade, then, we will inaugurate the departmental system. A various assortment of courses may be offered — for example, in commercial arithmetic, household arithmetic, industrial arithmetic as part of vocational departments of these respective subjects, general geography, industrial geography, commercial geography, American history, world history, muscular writing, written language, composition implying literary ability, choral music, note music, solo music, drawing, painting, manual training, gardening, etc., etc. All pupils will not take all these courses uniformly. There doubtless will be, as a common core, a minimum course in general arithmetic, language, citizenship, geography and history, etc., representing what all elementary pupils, regardless of native abilities, bents or possible vocation, should possess. But beyond this core, it will be the business of the school authorities to offer opportunity for each pupil to obtain the education best fitted for him, with due regard to his needs, interests, endowments and future vocation. Those having special abilities in music, art, public speaking, dramatic art, technical ability, industrial abilities or interests, literary art, etc., may profitably enter special courses. Such courses may be long for some and short for others, according as ability, need or interest are long or short. If, because we are school masters, we are pedantic and must have some standard of graduation or grading, we may readily evaluate progress in terms of equivalent units, not in set and uniform subjects. We may thus avoid the folly of requiring monotones to take the same courses in music as the musically gifted; the color blind to take the same work in art as those of keen color discrimination, etc. Each may be then taught according to his individual measure. The individual obtains free opportunity in many ways—

1. He may have selected for him, beyond the common core of minimum essential for all, subjects special and individual to his needs, interests and abilities.
2. He may pursue such subjects to a greater or less degree, according to these individualities.
3. If the instruction is organized upon the individual plan—and there is no reason in most subjects they should not be—his rate of progress may be regarded by the degree of his abilities, interest and ambition, etc.

Reorganization of Foundations

The Opportunity system offers the further advantage — it may commence in a small way and gradually be developed to include the entire system. One class may first be formed, then another, and so on until the entire school is organized into segregated groups representing individual selection. The plan can just as well be operated in the lower primary grades as in the upper grades.

Finally, the Opportunity plan, in final realization, will establish that reorganization of our schooling system demanded by the deadly parallel or mozurianism: The Opportunity plan, as herewith outlined, will

1. Do away with the uniformity and the accursed lockstep;
2. Prevent further attempt to use formal discipline;
3. Will develop self-motivation of pupils in place of the present force system; and
4. Will furnish basis for the development of schooling by and for democracy in place of the force of arbitrary monarchical compulsion.

The cities of Oakland, under the direction of Superintendent Hunter, Assistant Superintendent Cox and Research Director Dixon, and of Los Angeles, under direction of Superintendent Shields and Research Director Lane, have undertaken the responsibility of a new movement of tremendous importance. Shall the rest of us sit idly upon the fence, whittling, as we watch them, or shall we, too, take off our coats?

TO YOU IN FRANCE

Dear, now before the daylight fades away,
I wish that I could come and talk to you
A little while, and tell you just a few
Small things that make me happy in my day.
I want to tell you of the perfect scent
Of those red roses I have picked, and how
An organ's playing in the street just now,
And how this sunny afternoon I went
Into the park, and how the children played;
So that at all times in this bloody war,
When you must kill to live, and have to see
Things you hold best on this green earth betrayed,
You will remember you are fighting for
This little world of dear, small things and me.

—Helen Dircks, in the London Express.

MARK KEPPEL

Superintendent of Schools, Los Angeles County

Candidate for Superintendent of Public Instruction

I thank you, Mr. Harr Wagner, for this opportunity to announce my candidacy for Superintendent of Public Instruction and to state my platform in the Western Journal of Education.

If elected Superintendent of Public Instruction I will make the office yield the largest possible measure of public service.

I will standardize and simplify all school forms for the purpose of reducing to the minimum the clerical work required in handling school business and in making school reports.

I will use my utmost endeavors to secure reasonable security of tenure for all teachers, a condition which exists legally now only in the city and county of San Francisco.

A revision of our State school system is necessary and inevitable. The system must be unified. Control, in any district, must be vested in one board, and all the schools of the district must be operated as an integral unit. The schools must afford real equality of educational opportunity, and compulsory education must extend to every child instead of ending two miles from the nearest school house. Each child must receive enough education at least to qualify him for patriotic American citizenship, to prepare him to support himself efficiently and honorably, and to fit him to maintain his freedom and his self-respect.

Sound public policy demands that the educational advantages enjoyed by populous centers shall be extended to the whole State. I believe this result can be attained only by the adoption of the county unit system of school administration. Under that system there would be a county board of education elected by the people and charged with the duty of administering the schools of the county. That board would appoint the county superintendent of schools and would perform educational functions similar to those performed now by city boards of education.

The children would profit greatly under the county unit system, but profit would accrue to taxpayers also because materials and supplies would be purchased by one board instead of many. I believe this saving would exceed $500,000 a year.

The Superintendent of Public Instruction should be the head of the State school system **legally** and **actually**. He should be appointed by a non-professional board elected by popular vote. not be any conflict of authority. The superin-

The powers and duties of school boards and of superintendents of schools should be defined legally and fully, to the end that there should

Mark Keppel

tendent should be the executive officer of the board and the professional leader of the schools.

If elected Superintendent of Public Instruction I will endeavor to advance the already high standards of education until the schools of California shall be the best in the world.

MARK KEPPEL.

ANNOUNCEMENT

New Modern Illustrative Bookkeeping --- Introductory Course

By CHARLES F. RITTENHOUSE, C. P. A.

Professor of Accounting and Head of Accounting Department, College of Business Administration, Boston, Mass.

This book covers in a progressive way transactions which are likely to occur in the conduct of mercantile business.

It introduces the subject by the account method and defers the use of the books of original entry until after the student has learned the principles of account.

The special functions of the various accounts appear in account form, which aid the student materially in interpreting the subject.

The special attention to journalizing trains the student to express in the journal entry any bookkeeping facts that may be presented to him throughout the course.

The report form of both profit and loss statement and balance sheet is used throughout the book. The ledger is closed by the journal closing method.

The book is profusely illustrated in script as well as in line, and many of the illustrations are in two colors.

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Department of Geography

Conducted by Dr. H. W. Fairbanks

HOW FAR CAN GEOGRAPHY AND HISTORY BE ADVANTAGEOUSLY CORRELATED

Geography, according to the commonly accepted definition, is "the study of the earth as the home of man," or more rationally stated, "the study of the world as a living organism."

History is, in brief, a record or narrative of what man has done on the earth. History has been strongly influenced by the environment in which man has lived or, in other words, by his geographic relations. The story of man on earth cannot be understood apart from his environment.

Formal geography and formal history each has a logical order, but the elementary school is not concerned with this. It is concerned with that particular order, no matter what it is, which best appeals to the needs of the children.

Geography and history are, then, intimately related, for the influence of earth concerns them both. At first thought it would appear practical to arrange the courses in the two subjects in such a way that the same countries could be studied at the same time. A deeper consideration of the problem, however, shows that there are certain fundamental objections which make it unwise to attempt any close parallelism unless it is in the lower grades where geography, nature study and history are for practical purposes one object.

Let us assume that ancient or modern European history is given in the sixth grade. Let us assume also that it does not seem best to the geography teacher to give a detailed study of Europe before the beginning of the seventh grade. If there are good pedagogical reasons for the above arrangement, how are the two subjects to be taught together without doing injury to one of them? It would be far better if the history of a country were to be studied before that country were reached in the geography, that a map of the region concerned be kept before the class and the events as they occur followed upon this map, than it would be to alter the natural arrangement of the geography course. Mere location forms a far less important part of the new geography than most teachers have yet come to realize.

The ground common to both geography and history is so small compared with that in each which has nothing in common that the attempt to economize effort to carry the two subjects in a close parallelism is sure to result in more harm than good.

The trouble has usually been that when a correlation has been attempted, the geography has been sacrificed to the needs of the history. This is probably due to the fact that the real significance of geography is not understood. When we analyze geography and history carefully we see how very different the fundamental concepts behind them are. History deals with events in the past. Geography deals with relations between things in the present. History deals with records preserved chiefly in books. Geography deals with actual phenomena open to observation.

The Herbartian pedagogy furnishes the key to the proper method and the proper order for teaching the materials of geography. This pedagogy asserts that all study of geography which does not begin with the home, and build up step by step a knowledge of the distant and unseen on the basis of sense experience, is largely time and effort thrown away. One of the foremost foreign school geographers has recently said that there can be no real geography knowledge unless instruction begins with the home. Too often we begin with that which is remote from experience and teach the facts of geography in an order reverse to that demanded by a true pedagogy.

While it may be true that geography as commonly taught is so poor in results that any treatment of it cannot make it any worse, yet to subordinate it to a prearranged history course implicitly assumes that it has no order of its own, tends to lessen the importance in which it is held in the schools and acts as a barrier to its ever gaining that position which an insight into its true nature demands for it.

In building up a rational course of geography we start with the home and the immediate region about it. This procedure is followed partly because a knowledge of the home region is of the utmost practical importance and partly because it affords a basis in sense experience for getting a real knowledge of distant regions.

Then after briefly orienting the home region; that is, discussing its position in the world and its relation to other lands and peoples, the geography course takes up a progressive study of the world, and its different parts in that order in which they are most closely related to the life of the pupils.

A knowledge of the wider home; that is, the State or natural region in which the pupils live, naturally comes before a study of North America and the United States, and Europe naturally comes before Asia or Africa.

Outline of a Geography Course Based Upon the Herbartian Pedagogy

Third Year.—Undifferentiated geography, nature study and history, including myths, stories of discovery and child life.

Fourth Year.—The basal theme for the fourth year is the Home—how people live, where they live, what they do and why they do it. The work is then extended to include general notions of the world as far as these can be vitalized by experience and observation. Use of models, globes, and wall maps of the hemispheres. (Do not use the Mercator map.)

Fourth Year.—The State or natural geographic region in which the pupils live. The great importance of this work demands for it a whole year if we expect to lay a proper foundation.

Sixth Year.—North America, with emphasis laid upon the United States.

Seventh and Eighth Years.—South America or Europe, the near Orient, the remainder of Asia, Africa and Australia.

Last Half of Eighth Year.—Taking up either some local area or the world at large; going into the industrial and historical development of man as related to his environment.

The above course demands at every step a comparison of distant facts with similar ones in the home region in order that they may become as real as possible. The course calls for relatively more time for the home and native land than we are accustomed to give. It is in harmony with the best foreign schools, where often three-fourths of the time is given to the home and native land.

The course takes up the home State in detail before it does the United States, because it is a step to more remote regions, and partly because if left to a later period many pupils will have left school with little usable knowledge of the particular part of the world in which their lives will be passed.

* * *

CASH VALUE OF GRAMMAR SCHOOL DIPLOMAS

(A Model Letter to a Graduate)

An open letter to the Lincoln Grammar school boys who will receive their diplomas of graduation tonight.

Young Gentlemen of the Graduating Class:

You will receive your diplomas of graduation tonight. Do you realize that they constitute one of the most valuable assets that you will ever possess. Do you realize that your diplomas have a cold cash value of $20,000 apiece? Listen! The boy who goes to work upon leaving the grammar school, say at fourteen years of age, earns on an average in the United States, up to the time he is sixty-five years old, $26,000. The boy who remains in school four years longer and completes his high school course, up to the time HE is sixty-five years old, earns on an average in the United States, $46,000; $46,000 minus $26,000 equals $20,000, the difference in the average earnings for a lifetime of the boy who went to work at the end of his grammar school course and the boy who completed his high school course and then went to work.

Now to what shall we give credit for this difference of $20,000 in the earnings of these two boys? Why, obviously, to the four years of study spent in the high school course. There are 800 days in the high school course. Divide $20,000 by 800 and the quotient is $25, the amount which each day in the high school adds to one's life-earnings.

You young gentlemen will not believe this statement, neither will your parents fully grasp the truth of it, yet it is a very simple matter to verify the statements I have made, and they will be found to be true when worked out upon the table of averages.

But wherein consists the value of $20,000 as applied to a diploma? Your diplomas will admit you to the high school, where you will have a chance to lay the foundation for that $20,000 which the high school graduate earns in a lifetime over and above what the grammar school graduate earns in the same time. Hence your diplomas have a cash value of $20,000 apiece.

No one of you is so rich that you can afford not to go to the high school, and no one of you is so poor that you cannot afford it. All you need to do is to "stiffen up your vertebrae" and "put a little ginger" into your whole manner of life. You do not need to purchase an "automobile," nor do

you need to buy even a "Ford;" you can walk to school and thus save the price of gasoline. Brace up, boys, and take your high school course.

F. O. MOWER;
Principal of the High School at Madera to June 30, 1918.

* * *

The Binding of the Beast and Other War Verses, by George Sterling. A. M. Robertson, San Francisco, Publisher.

George Sterling was recently the guest of honor at the Home Industry League, and Clay Greene, the old-time dramatist, read the "Binding of the Beast" with a true war intensity and fervor. These war verses are the strongest poetic expression of our war feeling yet by any man or by any people. Mr. Sterling has not sacrificed his great poetic gift to the requirements of war activities, but has given expression to our horror, our ideals and our spirit in these lines, and Mr. Robertson has done his part as a publisher in making a neat and attractive volume. Buy a copy.

* * *

DEPUTY SUPERINTENDENT W. B. HOWARD

W. B. Howard is dead. He lived a useful life. As a teacher, superintendent of Stanislaus, as a practicing physician, as deputy superintendent of San Francisco schools, he was faithful and kindly. He was a good, loyal friend, spoke ill of none, and went quietly about his work without much fuss or feathers. There are others that have been more aggressive, that were stronger on pedagogy, that had larger visions of civic duty, but there are few indeed who have lived more kindly lives or have kept strictly within the path on which the light of their conscience shone.

* * *

The State Board of Education has been holding sessions in the Rialto Building, San Francisco, July 8 to 13. Over fifty teachers have been retired on pensions, and consideration has been given to the elimination of German taint from our school books.

* * *

Clarence L. Phelps, of San Jose State Normal, has been appointed president of the State Normal School of Santa Barbara.

* * *

The Plagiarist

A teacher was in the habit of giving to her pupils daily a list of words with their meaning, testing the children's memories the next day. One day she gave the word "Plagiarist," defining it, somewhat obscurely, as "literary thief." The next day the youngest member of the class was asked to define the word. "A plagiarist," said he solemnly, "is a-a-a-little hairy thief."

* * *

The late John Macdonald, founder and for many years editor of the Western Journal of Education, was a true humorist—he could take a joke as well as tell one. Coming into the print shop where his publications were printed, he accosted a bindery girl who was carrying a big bundle of "Journals."

"Don't those papers make you tired?" he asked kindly.

The girl stopped chewing gum only long enough to answer: "Naw, I don't read' em."

"PACIFIC HISTORY STORIES"

(George Douglas in San Francisco Chronicle, July 6, 1918)

"Pacific History Stories," arranged and retold by Harr Wagner, assisted by Alice Rose Power, principal of the Washington Irving School, is a very compact, well illustrated volume. Among the numerous adventures and events recorded are those concerning Balboa, Magellan, Cabrillo, Drake, Portola, the Missions, the first ship to enter the Golden Gate, discovery of the Rocky Mountains, the Donner party, the Bear-Flag Republic, the American flag in California, discovery of gold, Fremont, the great fire, the Panama Canal and the naming of California. Spanish names and their meanings are given and there is a chapter on "Historic Landmarks" by Joseph R. Knowland. (San Francisco: Harr Wagner Company.)

PACIFIC HISTORY STORIES

(A Review by Herbert Bashford in the Bulletin, July 13, 1918)

A thoroughly charming volume is "Pacific History Stories," arranged and retold by Harr Wagner.

The book is primarily intended for use in the schools, particularly in the elementary grades, and, while in a sense it is a text-book, the matter has been so arranged and the various stories so graphically retold that it is more in the nature of a historical reader of interest to both the student and the general public.

Any volume dealing with history suggests something dry and uninteresting to the average person, but here we have a little book containing historical sketches and tales of the argonauts and pathfinders which is entirely devoid of that wooden quality we find so frequently in text-books of this kind.

In treatment as well as in his literary style, Mr. Wagner displays marked originality. He touches upon the human side of history, thus enabling the young reader to more readily visualize the sturdy pioneers who "struck the blow that bade a new world rise." Here we have the stories of Balboa, Magellan, Cabrillo, Drake and others whose names are identified with the history of the Pacific, the author basing his statements upon original documents to assure absolute accuracy. The story of Fremont and the account of "Old Californians" were written by the late Joaquin Miller.

Interspersed with the many stories and sketches there are appropriate selections from the poems of Harte, Miller, Stoddard, Madge Morris, Ina Coolbrith and others of our singers.

The little book deserves a place in every school library, not only because of the information it contains, but for the reason of its literary charm. (Harr Wagner Publishing Company, San Francisco.)

If there are in California over 77,000 Illiterate Adults

How better can they be impressed with the importance of food conservation at this time than by the placing of

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in the hands of all the 6th, 7th and 8th grade children in our public schools?

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WILL C. WOOD

Commissioner of Secondary Education, Candidate for Superintendent of Public Instruction

DECLARATION OF PRINCIPLES

AFTER the great war is over, even while it is in progress, the American public school must meet a tremendous responsibility. It must make democracy safe for democracy. Since the public school system should be reorganized and expanded to meet this responsibility, the following principles are offered as a basis for reorganization:

(1) Americanization of the Foreign-born

The public schools must provide adequately for the Americanization of the five million foreign-born men and women now residents but not citizens of the United States. The schools must teach them our language, acquaint them with our institutions and customs and develop in them the spirit of American democracy. We must eliminate the hyphen and make America a land of one people, one language, one national ideal.

(2) Overcoming Illiteracy

Illiteracy furnishes a fertile field for the activities of agitators of the stripe of the I. W. W. and the school is the only institution able to eliminate illiteracy. California has 77,000 adults who can neither read nor write. They cannot co-operate with the Government fully in this great crisis. We must establish part-time and evening courses for the education of these people to make them efficient citizens in time of peace as well as in time of war.

(3) Better Rural Schools

The school system must furnish educational opportunities for children of country districts equivalent to those provided for children of city districts. In time of war, the whole world turns to the country people of America—the food producers—for the means of saving the world from autocracy. We must build up rural institutions, especially the schools, to render the Nation thoroughly self-sustaining.

Better rural education makes for national preparedness.

In financing the rural schools, the cities should willingly bear a part of the burden. We should raise money for education where assessable wealth is, and distribute it where the children are.

(4) More Efficient Elementary Schools

Our constant effort should be to improve the efficiency of the elementary schools, since they constitute the foundation of democracy. We should reorganize the course of study so as to eliminate waste of time and effort. The State should provide more adequately for the support of the elementary schools so that educational opportunities may be improved and equalized.

(5) Practical High School Courses

We should introduce into the high schools additional courses designed to fit young people for life as well as for college, linking these schools more closely to the life of the community. The high school must be made to serve more fully the needs of every young American ambitious to fit himself for a life of usefulness.

(6) Physical Education

The schools should furnish genuine physical education for all boys and girls. Statistics of the draft show that 35 per cent of our young men were rejected as unfit for army service on account of physical defects. We must prevent this enormous loss of man power—a loss too easily overlooked in time of peace, but too apparent in time of war.

(7) Education and National Morale

The schools should emphasize the development of character by stressing such virtues as patriotism, courage, temperance, thrift, loyalty and respect for law and order. The war has taught us the value of national morale. Since national morale depends on individual morale, we should give more attention to the moral side of education.

(8) Preparing Men and Women for After-war Industries

Our Nation faces the problem of bringing about an easy and equitable readjustment of industry and other institutions after the war. The millions now engaged in war industries must be prepared to take up the industries of peace. Accustomed to high wages in war time, they will not be satisfied with the wages of unskilled laborers when peace comes. We must therefore fit them to earn a skilled laborer's wages after the war is over. To this end part-time and evening classes, offering work of a practical nature, should be provided. With this training a plan of vocational guidance should be introduced to prevent the overcrowding of any industry. In doing this, we shall be following the lead of England and France, which have already enacted laws embodying these principles.

HON. WILL C. WOOD

(9) Federal Aid for Education

The war has shown that education is a matter of national concern. The Nation's strength is in proportion to the number of its trained men. For that reason the national Government should be called upon to assist the States financially in the maintenance of the public school system. specific grants should be provided by Congress for Americanization, for overcoming illiteracy, for physical education and for elementary and secondary education generally. The plan of providing Federal aid for vocational education in the several States, which has proved so satisfactory, offers a basis for furnishing Federal aid for these other purposes.

(10) Reorganization of School System

The school district in California is not in most instances a community in itself. It is a fragment of a community, in which citizens generally do not manifest any great interest. In approximately half of the districts, elections for school trustees are not held. To be really democratic, an institution must command popular interest. Greater popular interest and consequently greater democracy in our schools should be brought about by a reorganization of our school system. Such a plan should make for economy and for greater efficiency in the schools of the State.

(11) Parent-Teacher Associations

The school and the home should co-operate closely and sympathetically in the education of the children. For that reason,parent-teacher associations should be encouraged in all communities.

(12) Education and Democracy

American soldiers now in Europe are fighting, not for the shadow of democracy, but for its substance. Whatever else democracy may stand for, it stands for an open pathway for merit. After the principle of self-determination of peoples is firmly established, the world must vindicate another fundamental principle—that of the self-determination of individuals. This means that through education we must make real in a reconstructed world, the American ideal of equality of opportunity. The ideals of democracy can be realized only through a broadly conceived, well-administered and efficient public school system.

Believing that the cure for the ills of democracy is complete democracy in education, I submit these principles for the approval of the people of California and promise that if elected to the important office of Superintendent of Public Instruction, I shall do all in my power to carry out the program outlined.

WILL C. WOOD.

Something About Mr. Wood

Commissioner Will C. Wood has had opportunity to study every phase of the school system of California. He is a graduate of the elementary and high schools of the State and has studied at the University of California and Stanford University. In his seventeen years of experience in school work he has been closely in touch with every phase of the educational problem, including the kindergarten, elementary school, high school, junior college and normal school. He has also served as instructor in Teachers' College, Columbia University.

Wood began his teaching work in a little rural school in Suisun valley in 1901. He was promoted to the principalship of the Fairfield grammar school afterward. He has served as a member of the Solano county board of education, principal of the Wilson elementary school in Alameda and as city superintendent of schools in Alameda. For the last four years he has been commissioner of secondary schools, being the first to hold that position.

As city superintendent of Alameda, Wood devoted most of his attention to elementary school problems. He reduced the size of classes, introduced special classes for defective children, established kindergartens and reorganized the course of study on a more practical basis. He was the first superintendent in California to introduce organized play for the physical development of the children. During this time he had a part in framing the present kindergarten law.

As commissioner of secondary schools he has prepared and sponsored several important measures for the advancement of high schools that have attracted Nation-wide notice. He is the author of the county high school fund bill, which has stimulated high school attendance, equalized educational opportunities, and placed high school finances on a more stable basis. He also had a large part in preparing the free text-book law for high schools to lighten the burden of the children of humble means. He is the author of the junior college law which has brought college opportunities to hundreds of young men and women who cannot afford to go away from hom to college.

The growth of the high schools during his incumbency has been most remarkable. When he took office in 1914, there were 48,000 young people enrolled in the high schools. In 1916 there were 112,800, an increase of almost 65,000, not including 1,500 students enrolled in the junior colleges. California now enrolls more high school pupils than any other State except New York. This remarkable growth has been due very largely to the county high school fund bill, which had stimulated the high schools to attract and hold pupils and to the reorganization of the course of study to meet modern demands. Commissioner Wood has been an earnest and successful advocate of these reforms. The evening high schools now enroll almost as many pupils as the day high schools of the entire State enrolled in 1914 when Wood assumed office. He also drafted the law requiring physical education in all the schools.

Commissioner Wood has always stood for the fullest educational opportunity that a community can afford for its young people. He believes that democracy means an open pathway for merit of whatever kind. His pledge to the people at this time is backed by a fine record of achievement.

WHAT HAS BEEN YOUR GREATEST TRIBUTE?

What has been the greatest tribute paid unto you as a teacher? Because the following story bears upon the position a teacher holds to his people, and not because of any wish to appear in the limelight, the story is related.

In reply to the question, the reader may at once begin to think of some of the honors conferred upon him by this and that organization. In the case of the writer he has been signally honored in many ways. In his chosen profession he has held charge of the two largest schools of his county for a couple of decades; he has served for years upon the county board of education; for fifteen years he has been trusted with the funds of the Northern Association, and was the first grammar school man to be chosen president of that body; he was even once "spoken of for state superintendent," and often solicited to run for the county office.

In lodge he has held the highest positions, even to being a representative to the Grand Lodge more than once. In church he holds a prominent office and twice has represented his section of the state in the national general assembly, the highest honor to be conferred upon a layman. In civic affairs he has been honored in many ways, serving upon many bodies, such as trustee of the public library, etc.

As a student of history, especially that of California, he has had some little place, and enjoys membership in the national association and in the Academy of Pacific Coast History. But with all these, he does not consider any of them the greatest tribute paid him. Probably he might say that when his wife selected him as her partner that this was the greatest, and well might such be true, but he will pass that with the acknowledgment that it truly was a great tribute and compliment.

Many years ago, we had as school janitor an old man who had been a carpenter, but had received an injury which lamed him for life. He was not a man of letters, but nevertheless had considerable native sense. Often before the school hour it was a pleasure of his to sit before the fire and discuss in his philosophical way the happenings of the day. His notions of science were crude, his knowledge of politics was rather limited, his history was badly warped, his religion would not pass muster in a theological seminary. Somewhere in earlier days he had come into possession of an old Bible dictionary. This he read as well as he could, and from it he secured much information which he used at every opportunity. The "Book of Noah" was his favorite study, and he had his own theory of the flood. Oft'times as we sat, he talking, and the writer working, the latter would make some sly joke at the old man's expense, but he seldom saw or took cognizance of such.

Time passed on, and we left the town for another location. The old man lost his place, not being able to do the work, and for some years we saw or heard little of him. Then one day the local undertaker came and said, "Old ——— is dead. His last request was that you might officiate at his funeral, that he did not want a regular preacher, but that he did believe in your sincerity." To say that the request came as a stunner is saying little. The first impulse was to refuse it as the request of a poor old fellow. Then the thought came that if the life of such a specimen as the writer appealed to a poor old fellow so far that he preferred him above an ordained minister to say a last word, the high tribute the old janitor paid his former principal came with a force which said, "I'll do it. God helping me, I'll pay this last debt to my old friend." So taking a book of forms with me, I went to the old home and there in a simple style read the service which consigned his body to the grave, and in a homely way told the story of the life of the old man as I have told it here. This was the highest tribute ever paid the writer as a teacher. J. D. Sweeney,
Superintendent Red Bluff Schools.

* * *

A FINE LETTER

We hope the trustees will send in more letters like the following:

"Wheatland, Cal., July 3, 1918.
"The Western Journal of Education,
"San Francisco, Cal.

"My Dear Sir: In answer to your appeal for higher salaries for grade teachers, I am happy to state that the Wheatland School Board raised the salaries of every teacher employed, as follows: The principal and seventh and eighth grade teacher, from $90 to $100 per month; fifth and sixth grade teacher, from $75 to $85 per month; third and fourth grade teacher, from $75 to $85 per month, and the primary and second grade teacher from $80 to $90 per month, of ten months; and would like to have given more. Yours very truly,
"Mrs. C. H. Dam, Clerk."

* * *

L. E. Brauer, who has served the schools of Paso Robles successfully, has been elected principal of the Santa Maria Grammar School.

* * *

The Riverside Library Service School holds a summer session for June 24 to August 9. Prof. A. N. Wheelock of Riverside is president of the board directory and Mr. J. Daniels of Riverside is the principal of the school.

* * *

Miss Lillian Hazen, principal of the Ramona School, Los Angeles, is in a mix-up with the Parent Teachers' Association. The complaint is that she took an active part in the election of officers of the association.

* * *

W. M. Mackay, the able and successful principal of the Armijo High School, has been re-elected as principal of the school. Miss Elizabeth Diggs of Bakersfield, who holds a splendid record as a teacher, has been elected to the chair of Domestic Science.

* * *

A Case in Point

Said the Professor: "History shows that innovators have always met with derision and worse. Take the case of—"

"You bet!" interrupted the "dressy" boy. "I know. I was the first one in our town to wear spats."

"Your Trained Teachers Secure Positions as Principals and Heads of Commercial Departments."

This is a quotation from the oldest Teachers' Agency in the United States.

Universities, Colleges and Normal Schools in the East, Middle West and Far West are preparing teachers in Gregg Shorthand.

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UTAH

University of Utah, Salt Lake.
Brigham Young College, Logan.
Brigham Young College, Provo.

ARIZONA

State Normal School, Flagstaff.

WASHINGTON

State Normal School, Bellingham.
State College, Pullman.

OREGON

Reed College, Portland
University of Oregon, Eugene.
Oregon Agricultural College, Corvallis.

CALIFORNIA

University of California, Berkeley.
Stanford University, Palo Alto
State Normal School, Los Angeles.

Seventy-five per cent of the schools teaching commercial subjects use our textbooks.

Pacific Coast Office

The Gregg Publishing Co.

PHELAN BUILDING
SAN FRANCISCO

Grade Teachers' Clubs

By Selina Burston

The Grade Teachers' page is published to promote the welfare of the elementary school: to cultivate a closer feeling of fellowship; to discuss fairly, freely and truthfully all questions which may be of interest to teachers and to the community at large, and to use its influence and its columns to bring the general public to a realization of the value—educational, cultural and moral—of the grade teachers of the community. "The teacher is the school."

* * *

REPORT MADE BY THE COMMITTEE OF OAKLAND TEACHERS

(The Oakland Teachers' Committee of Conference with the Board of Education is a committee consisting of a proportionate number of teachers selected from the various teachers' organizations of Oakland.)

Oakland, Cal., May 29, 1918.

To the Honorable Board of Education,
City of Oakland, California:

The Oakland Teachers' Committee of Conference with the Board of Education, having had under careful consideration requests of various groups of teachers and other employees of the Oakland school department of increase of salaries beginning July 1, 1918, beg to submit the following statement of facts and recommend an increase of salary according to the schedule appended:

Elementary and kindergarten teachers	$300
High school teachers	240
Grammar school principals	180
High school principals	120

Nurses: The board is asked to recommend increase to be paid them by the Civil Service, under the employ of which the nurses are serving.

1. (A) The decided rise in cost of living since the salary advancement in 1917, especially in the two years just closing.

2. (B) The increased stress laid upon teachers to improve themselves professionally.

3. (C) The high grade and increasing variety of new community activities, the realization of which depends largely upon the teachers.

4. (D) The increased responsibility imposed upon the school teachers by the general public, recognizing, as never before, that the schools are the first and the last trench of defense of our democracy and its cherished ideals.

5. (E) The fact that a surpassingly large number of our class room teachers are heads of families or supporting others.

6. (F) Comparison of teachers' salaries here with salaries in other large cities.

7. (G) Comparison of teachers' salaries with those of city, county and federal employees.

8. (H) Comparison of daily wages in other lines of work with that of teacher.

9. (I) Comparison of recent increase in wages in other lines of work with increase in teachers' salaries.

2. (B) The increased stress laid upon teachers to improve themselves professionally.

"There is an increasing recognition the country over of the teacher's service, of the time and effort and expense she must give to preparing herself for her work, and to **keep herself in shape for it.**"

Never before in the history of the Oakland schools have so many teachers attended summer schools, extension courses, night schools, lectures and other study classes.

Last year (summer 1917) so many of Oakland's teachers were in attendance of "summer schools" as to greatly hamper the work at the opening of year 1917-18. All this advanced work has been entirely voluntary on the part of the teachers, but it has required considerable sacrifice of time and physical and nervous energy, as well as expenditure of money. With the ever increasing variety of improvements in our school system, will not this necessarily require further professional advancement?

The low salary placed upon their services makes the present educational investment too expensive, and the prospects of advancement too limited to induce many of our most intelligent and most promising young people to enter the profession; hence it is the question of the efficiency of our schools, "not for the teachers' sake, but for the children's sake and democracy's sake."

The teachers professional budget:

- Summer school tuition, board, laundry, textbooks, traveling expenses.
- Extension courses, fees, lectures, or night school textbooks, additional car fare.
- Educational fees.
- Educational magazines.
- Current magazines.

Nine average schools interviewed:

- Number teachers attending summer schools, 19 per cent.
- Number teachers attending university extension courses, 23 per cent.
- Number teachers attending night school classes, 13 per cent.
- Number teachers attending other courses for professional improvement, 32 per cent.

3. (C) The high grade and increasing variety of new community activities, the realization of which depends largely upon the teachers.

It is a matter of state history, of which you are well informed, that Oakland has never been second to any city in the West as an educational center—in fact, for several generations she has been called the "Athens of the Pacific." As yesterday, so today she maintains her educational standards, and we promise you that her schools of tomorrow will lead the West.

This rating of the Oakland schools—is it not due largely to the efficiency of her teachers? What other profession, aside from the ministry, demands such high ideals and unblemished character? The English Minister of Education recently said: "That nation which after the war employs the best teachers under the highest pay and in the best system of schools will be the best governed and, therefore, the greatest nation."

The children in our schools today must be trained, not only for the places by right theirs, but must realize they will fill the places of those who give their lives for world democracy and must be able to meet the greater problems of the future. Can all these varied improvements rightly demanded by the citizens of our city be realized without consideration of the **extra work** required of the teaching forces?

In a work so imperative and supremely important as the training of our youth, the teacher should be reasonably free from the harassments coincident with meeting bills, maintaining standards of dress and providing leisure and relaxation. The worried teacher cannot give her best efforts.

The inadequacy of salary forces a "cut" on expenditures for pleasure and relaxation. The numerous absences of teachers during the present year testifies to the lack of relaxation. This hinders the efficiency of the school work, so the children are the losers.

A few of the high grade and increasing variety of new community activities, the effective realization of which depends largely upon the teaching force:

1. Department of vocational guidance.
2. Continuation classes in upper elementary grades.
3. Part time classes in salesmanship.
4. A department of agriculture and home and school gardening.
5. Neighborhood schools.
6. Junior chambers of commerce in three high schools.
7. A campaign of Americanization—over 3000 adult illiterates in Alameda county.
8. An organized system of patriotic and war work in the schools.
9. A policy of publicity through information distributed to all homes by school children.
10. Opportunity rooms for retarded pupils.
11. Special instruction in home-keeping for overgrown girls in industrial districts.

4. (D) The increased responsibility imposed upon the school instructors by the general public, recognizing as never before that the schools are the first and last trench of defense of our democracy and its cherished ideals.

"All the world is going to school to a school master." President Wilson, knowing the value of the service of teachers, has used the schools as the greatest means of patriotically spreading desired propaganda to every citizen in our country.

1. The schools are the vital connection between the home and the government.

2. The schools are acknowledged to be the greatest stimulus to patriotic effort in the community.

3. The practical work done by the schools in recruiting Junior Red Cross memberships, selling Thrift Stamps, exceeds by far that of any other agency.

4. The teachers bear this extra burden gladly, but it costs in money and nervous force.

Illustrations of the multiplicity of activities as extra work for school instructors:

- Red Cross memberships, 100 per cent.
- Red Cross donations.
- Red Cross benefits arranged by schools, sewing, knitting, collecting of salvage, etc.
- Junior Red Cross (above), $9,500.
- Thrift Stamp sales to May 17 (above), 28,000.
- Liberty Bonds subscribed by teachers, 124,230.

Liberty Bonds subscribed through the school, 1,550,000.
War gardens.
Food conservation.
School savings, 1917-18.

The thought of the grade teacher as a citizen, a voter, a head of a family, and a taxpayer, comes as a surprise to the average man or woman of Oakland.

In a recent survey, it was found that 69 per cent of those interviewed were maintaining their own homes and supporting either parents or children entirely or in part. Often a teacher is educating brothers or sisters and contributing to the support of one or both parents. She is as responsible a member of the community as any man of family, and cannot fulfill this responsibility without an adequate salary.

Number of teachers interviewed, 569.
Number supporting others, 392—69 per cent.
Number assisting in supporting others, 120—21 per cent.
Heads of families (men), 71, supporting 120.

In ten schools interviewed:

Number of taxpayers in Oakland, 103.
Number of taxpayers other localities, 101.

Salaries of Other Cities Compared With Oakland

These statistics were taken from a table in Bulletin No. 2, League of Teachers' Associations (April, 1918,) and afford a comparison of salaries for teachers:

	Minimum	Maximum
Boston	600	1176
Chicago	675	1380
		1355
Cleveland	700	1600
		1400
		1300
Jersey City	744	1320
Minneapolis	700	1500
New York	800	1820
	700	1300
Portland, Ore.	600	1200
San Francisco	840	1260
		1236
		1200
St. Paul	600	1000
		1350
Hartford	700	1300
Oakland	840	1200

In comparing the daily wage of teachers with that of laborers and mechanics, her daily wage is based upon the number of days in which earning is possible for other classes of labor (308):

	Minimum	Maximum
Pattern makers	$7.15	
Ship carpenters	6.50	
House carpenters	6.50	
Plumbers	6.00	
Painters	6.00	
Brick layers	7.00	
Hod carriers	5.00	
Teachers	2.72	3.89

In conclusion for us all:

School instructors, as well as equipment, are necessary. Therefore, should not the instructor's salary equal the rise in living expenses? Is not provision made for the rise in maintenance cost?

Our need, to the point of distress, has been shown. Most cities have already granted increases.

We ask that the Board of Education assume the responsibility of increasing our salaries, and place upon the County Supervisors the responsibility of providing the funds. The U. S. Commission of Education has pointed out that it is their duty to do this. The schools are sure to suffer if the present strain upon the teachers is not relieved. The duties and demands laid upon us will increase for at least another year. We feel that it is absolutely necessary for the board not to put off action in this matter for another year, and ask them to stand by the teachers in their hour of need.

The following is the faculty for Ceres schools for the coming year: Supervising principal, A. Grimm; science and mathematics, H. C. Harter; Latin and history, Miss Houston; Spanish and English, Miss McGuire; manual training, J. H. Littler; domestic science, Miss Hereth; commercial department, Miss Elsie Kimball; music and drawing, Mrs. Knox-Foster; intermediate and high school work, Miss Kilkoren; intermediate, Miss Marie Rowe; sixth grade and vice-principal, Miss Puett; fifth grade, Miss Laura Gilbert; fourth grade, Miss Mabel Bowden; third grade, Mrs. Emma Greeley; second grade, Miss Goin; first grade, Miss Elizabeth Isaacs.

The attractiveness of other lines of employment with relatively higher wages is weeding out a large number of public school teachers in California, and few are showing any inclination toward qualifying to take their places.

This state of affairs is shown by information received by Will C. Wood, commissioner of secondary schools, who recently stated that but twenty applications have been received for the annual examination by the State Board of High School Credentials. This examination is to be held shortly at the University of California, and at the Los Angeles branch of the State Board of Education.

In his observations made in visiting many counties of the state, Wood also learned that comparatively few examinations for teachers' certificates in the elementary schools are in sight. In Madera and Merced counties but one application in each has been turned in. Sutter county has none, and Placer only one.

The commercial department of the Santa Rosa High School will be under the direction next year of Mrs. Byron Garfield Nason, formerly of the Oakland High School. Prof. E. C. McKesson, who formerly held the position, has resigned. Miss Mary C. Northrup, formerly of the High School, Sebastopol, has accepted a position in the commercial department.

Sir George Adams Smith, the noted educator, author and lecturer, has been making a tour of California, talking on the "Moral Aims of the War."

It will be a surprise to our readers to learn that Superintendent Alderman of Portland, Oregon, has resigned, and his assistant has been made acting superintendent. Mr. Alderman will devote himself to war activities.

C. A. Smith has been elected principal of the Soquel School.

High school principals have been elected to new positions as follows: Florence Marvin, Calistoga; M. A. Kaylor, Chowchilla; O. S. Imhof, Crescent City; M. W. Perry, Escondido; J. H. Molineux, Eureka; C. H. Close, Fair Oaks; F. O. Mower, Courtland; O. P. Irons, Geyserville; Mrs. E. M. Barkley, Hamilton City; J. L. Neighbor, Hanford; H. D. Billman, Hopland; L. A. Thomas, Jackson; J. F. Leonard, Kerman; C. M. Fulkerson, Lincoln; T. L. Breechen, Livermore, E. N. Mabrey, Los Gatos; R. J. Teall, Madera; M. H. Rowell, Martinez; J. E. Gore, Orland; O. L. Brauer, Orosi; B. H. Painter, Petaluma; H. Rode, Clovis; H. G. Wilcox, Placerville; H. O. Coale, Point Arena; Mr. Kerr, Quincey; Thomas Downey, Ripon; L. H. Golton, Sonoma; E. B. Reutter, Sutter Creek.

Mark C. Woods, principal of the Pescadero School, has been appointed to succeed Geo. E. Britton of South San Francisco on the County Board of Education.

Principal I. O. Bragg of Corona has an article in the Corona Independent of June 10th on "Our Business in Winning the War."

J. W. Bixley, for many years head of the Crows Landing Grammar School and a recognized educator of exceptional merit, has been appointed by the Patterson Grammar School Board to succeed A. J. Martin as principal.

The following teachers of the Eureka (Nev.) schools have been re-elected: Chas. Priest, principal of the High School; Miss Lottie F. Feeley, Mrs. Chryste McGillivnay and Miss Isabelle Merialdo. W. G. Rector, vice-principal of the High School, has been called into military service. An effort will be made to secure a man to fill his place.

Prof. J. D. Rogers, who recently resigned from the principalship of the Watsonville Grammar School, has accepted a position as principal of the Union Grammar School at McCloud.

* * *

One Was Enough for Johnny

The Sunday School lesson was from that scripture which teaches that if your brother strike you on the cheek, you should turn the other also and endure even for seventy times seven. Johnny had listened to his teacher very attentively, while she emphasized this fact, and after the lesson the superintendent rose to make a few remarks

"Now, boys," he said, "how many times ought another boy to strike you before you hit him back?"

"Just about once!" promptly answered Johnny.

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THE WONDERFUL WAR RECORD ACTIVITIES OF BERKELEY HIGH SCHOOL

Berkeley, Cal.,
May 31, 1918.

Western Journal of Education.

Dear Sirs:

The past year has taught us Americans a great many things. We have been brought face to face with a great international issue. All of a sudden we found ourselves in the position where we had to determine definitely whether or not we were really a nation. We had been growing enormously in territory, population, and resources. Our prosperity seemed boundless. In all things material we were outstripping the world, but there had been no great crisis which demanded a proof of our identity as a Nation. Less than sixty years ago we had decided, after the most sanguinary internal strife, that it was better for this Nation to work out its destiny as one Nation; but the intervening years have been so filled with material development that comparatively little attention was paid to the task of creating a real living organism with a soul of its own. It is true that some of our people were alive to the seriousness of our position as a coming world power and were doing their best to direct attention to the necessity of building a real Nation, but the majority were devoting their attention chiefly to upbuilding their personal fortunes. It is no wonder that foreign nations believed that the United States was a country of business fanatics who had no interest above their pocketbooks and, therefore, was not be feared as a Nation which would fight for honor.

The United States, a land cradled in liberty and founded on the rock of justice for all, had apparently forgotten the issues involved in its own birth and early development in this later period of material prosperity. It needed the shock of this great war to prove to the world and even to ourselves that we had not in the heart of us swerved one bit from our original principles. We must admit that we had become careless. Sure of our own integrity and trustful of others, we were forgetting to drill our children, our own begotten and those whom we were adopting, the sacred heritage of our ancestors' devotion to the ideal of a common humanity with freedom for each to work out his highest and best self. We took too many things for granted. So when the call to arms came, it took some time to find ourselves, for we were lacking not only in material necessities for war but most of all in that national consciousness which alone brings success in war. Our country did not loom up in our minds instantly as the one institution whose honor must be preserved at any cost. In the days of our ease, we were forgetting our obligations to our country. We were exalting the individual to such an extent that personal success in life was being considered above everything else, and personal rights, even personal license, appeared more important than duty and service.

We have had a wholesome awakening. The unspeakable crimes of our barbarous foes have shaken complacency and selfishness from their supreme position. We know now that nothing counts for much in the world except honor, justice, and truth. These principles was born to maintain and we fight for them eternally to the end that they shall become universal. We have learned that we belong to our country because she is more than a giver of bread. Americanism is an ideal. Liberty and justice for all cannot be given by mere proclamation. These divine rights can be secured only by making country synonymous with life. That is the great lesson we must teach our children. Their lives—all that they have of muscle, brain, energy, and enthusiasm—belong to their country. This great war will be won by us not because of our material resources but because of the spirit which is putting life into the material resources. It is not the guns of our boys which are going to win, but the motives which aim the guns.

The real meaning of democracy is permeating our national life. It is becoming the dominant note in all of our public thought and activity. Among all the educational agencies of our American people, the public school stands out as the one great factor for the teaching of democracy. This theory of life must not be allowed to develop as an incidental by-product of our curriculum, but it must be made the primary motive of all school work. Our American schools must not be allowed to become mere factories for turning out men and women competent to undertake certain lines of work. They must not be made machines simply for developing efficient workers. Every school must be a living organism whose essential principle is growth; to the end that every American child may have the opportunity of free, spontaneous, and unrestricted personal development. Thus growing and giving growth, the schools and the schools' product will become the free Nation and we shall have for all time an America which exists for immortal ideals and, therefore, is invincible.

The Berkeley High school has been striving to live up to these conceptions of its responsibility. The appended summary of its war activities during the past term constitutes only an outward manifestation of its real life. The real life cannot be described, neither can it be estimated because spiritual things have no bounds; but we citizens of Berkeley can rest assured that our high school is adding to our Nation every term a fresh stream of citizens whose hearts are filled with the right American ideals. Our schools throughout the Nation are imbued with these same ideals, and as we give more and more conscious effort to the development of these ideals, so will America's destiny be assured.

Record of the wartime service of the Berkeley High school of the spring term of 1918:

I. Wartime Service Fund

This fund, established in April, 1917, and added to through gifts and entertainments, is used by the high school as a reserve fund for various war uses.

Receipts of this fund:

High school circus proceeds	$114.00
Spring vaudeville proceeds	175.00
Hamlet proceeds (dramatic interpretation class)	79.18
Service edition of Weekly News	37.00
Gift of graduating class	52.00
	$457.18

Expenditures from this fund:

Red Cross materials and yarn made up into garments in the sewing classes	$349.50

II. Red Cross

Membership.—The high school is over 100 per cent in Red Cross membership, many of the students being both adult and junior members. In the school, 93 junior memberships were taken out this term, and 66 adult memberships.

Junior memberships	$123.25
Adult memberships	68.00
	$191.25

Contributions:

During the drive of May 20-27 contributions for the Second Red Cross War Fund were made by faculty and students to the amount of	$1,200.00
The money for the Red Cross materials and yarn used in the sewing classes was taken from the Wartime Service Fund, amounting to	$349.50

The following articles were made in the sewing classes: 27 outing flannel dresses for girls, 9 boys' shirts, 23 children's flannel skirts, 7 black sateen pinafores, 24 bed shirts, 44 capes, 27 serge dresses, 49 shawls, 24 bed jackets, 100 comfort cases, 12 pairs of pajamas.

The following articles have been knit: 8 children's caps, 9 soldiers' sweaters, 6 pairs of wristlets, 70 pairs of socks, 6 mufflers, 22 helmets, 1 baby's bonnet.

The school shops have made the following articles for the Red Cross: 12 packing boxes, 4 waste boxes, 14 table blocks, 1 bulletin board.

They have also assisted in making tables and tabourettes for the Red Cross huts in France.

The art and English departments united in designing an Easter Red Cross card, which was sold in considerable numbers at the local headquarters.

The art classes designed posters for the All-year-round Pageant given by all the schools in Berkeley on May 3, for the benefit of the Junior Red Cross Fund.

The high school assisted in this pageant by selling tags ($284.95 worth) and by taking part in the parade and exercises on the university oval $284.95

The public speaking class was called on by the speakers' committee of the Second Red Cross War Fund to make speeches in the drive. Boys and girls from this class spoke at various grammar classes and at a woman's meeting.

III. Armenian and Syrian Relief

The interest of the school in this form of relief has continued steadily.

Contributions $491.00

IV. Belgian Relief

Contributions $131.51

(One hundred dollars of this amount was raised on Belgium's Forget-me-not Day and contributed to the Belgian Babies' Milk Fund.)

V. French Relief

Contributions from French and Spanish classes	$37.07
Purchase of French Liberty Bond	20.00
	$57.07

The following articles were made for French children by the French and Spanish classes: 4 suits of infants' clothes, 6 pairs of booties, 4 waists, 1 afghan, 72 afghan squares, 1 sweater, 1 cap. It is interesting to note that in these classes both boys and girls are knitting.

VI. Italian Relief

This is one of the new interests of the present term.

Contributions from classes	$101.67
Contributions from Girls' Association	50.00
	$151.67

A check for $150.00 was given the Waldensian Committee for Italian Relief, which Madame Angelini represents.

Materials were sent the high school from the Italian Relief Committee of Berkeley, and under the supervision of the domestic art department the following garments were made for the Italians: 10 dresses, 3 night dresses, 8 waists, 18 undergarments, 1 sweater.

VII. Young Men's Christian Association

Payment of last year's pledges $104.87

VIII. Young Women's Christian Association

Payment of last term's pledges $14.00

IX. Food Conservation

The domestic science classes concentrated their efforts during this term on the conservation of wheat. The girls learned the use of substitutes. They provided recipes for the bread, cake, and dessert departments of the Berkeley Mobilized Women's Cook-book.

Once a week all the pupils in the school, in their advisory classes, are given instruction from food conservation bulletins, which contain valuable information and recipes.

The art classes made posters for use at food conservation meetings.

X. War Saving Stamps

Number of stamps purchased at school from January 7 to May 24:

Thrift Stamps (1,980)	$ 495.00
War Savings Stamps (290)	1,199.61
	$1,694.61

Total value of War Savings Stamps owned by teachers and pupils:

Thrift Stamps	$ 655.00
War Savings Stamps	4,112.00
	$4,767.00

The art classes entered the National War Savings Stamps Poster Contest, and one of the posters won a blue ribbon, which entitled it to entrance in the Poster Exhibit of the Western Division of States, at the Art Palace in San Francisco.

Twelve War Savings Societies have been organized in the school.

XI. Liberty Bonds

The high school took part in the Liberty Bond Parade of April 6, with a display of all the flags of the Allies.

Value of Liberty Bonds owned by teachers and pupils $50,000.00

XII. Miscellaneous

The school shops made the flag-pole standards used on the auditorium stage at patriotic meetings, the screen for the pledge to the flag in the auditorium, and three tables for the National Defenders' Club. They also printed a sign for the Berkeley Defense League.

XIII. Boys' Working Reserve

Out of an enrollment of 291 boys, 197 have been enrolled in the Boys' Working Reserve for summer work.

XIV. Girls' Vacation Work

An opportunity will be given the girls to do Red Cross work at the high school during the vacation.

XV. Service Flag

The service flag of the Berkeley High school, 5x10 feet, was made in the sewing classes, and the mounting made in the school shops. The stars are cut from blue felt; each one represents the name of a high school student or alumnus in the service, the name being stitched on it in dull gold. There are over 500 such stars. The flag was dedicated at the final assembly of school, May 31.

XVI. Financial Summary

(This summary does not include Red Cross memberships or contributions made out of school, or Liberty Bonds and War Savings Stamps bought outside of school, but only funds raised in the school itself.)

Red Cross:	
Junior memberships	$ 123.25
Adult memberships	68.00
Through wartime service fund for materials	349.50
Sale of tags for Junior Red Cross Pageant	284.95
Contributions for Second Red Cross War Fund	1,200.00
Armenian and Syrian relief	491.00
Belgian relief	131.57
French relief	57.07
Italian relief	151.67
Young Men's Christian Association	104.87
Young Women's Christian Association	14.00
War Savings Stamps (Thrift and War Savings)	1,694.61
Total of moneys raised in the school	$4,670.49

The above report, from the variety of its items, indicates how thoroughly the war service spirit has taken hold of the Berkeley High school, and how truly it has become the motive force of all departments of the school and of all student activities. The contributions have been made spontaneously and willingly; the services have been rendered as the natural patriotic duty of an American school in time of war. In the ways recorded above and in other ways that may be opened up to it during the next term, the Berkeley High school is trying to do its part in helping to WIN THE WAR.

Yours sincerely,
C. L. BIEDENBACH.

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This division of the subject is rapidly gaining in popularity. The plan has been adopted by practically all of the high schools of New York and New Jersey; by the States of Indiana, Minnesota, Kansas and Utah; and by more than one hundred schools in California, including those of Oakland, Sacramento, Berkeley and San Francisco.

BECAUSE: It Emphasizes the Personal Side of History
It appeals to the sympathy and ambition of the students through accounts of the lives of the great heroes of the past. It gives character sketches of such men as Pericles, Alexander the Great, Julius Caesar, Justinian, Mohammed, Charlemagne, William the Conqueror, Hildebrand, Luther and others.

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It gives a complete chapter each to the Oriental, Classical and Medieval civilization. The economic, social and industrial life of the various peoples is fully treated. The education, science, art, literature, religion and morality are especially emphasized.

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It is the first text to give an adequate treatment of Eastern Europe. Besides the Byzantine Empire and its civilization, it gives an account of the Serbians, the Bulgarians and the Russians. It also gives an excellent chapter on the Rise and Spread of Islam.

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Deputy Superintendent M. C. Bettinger of Los Angeles, in resigning his position after thirty-three years of service, writes the following unusual letter, which will interest our readers:

"To the Board of Education:

"On the 14th I stated to two members of the board that I would not resign from my position as assistant superintendent of schools.

"Since that time I have reconsidered the matter, and I have decided not to seek reelection at your hands.

"I am taking this action despite the fact that I am urged by telephone calls, by personal interviews and by an amazingly increased correspondence to 'carry on the good fight.'

"I am charged with old age. Since two years make but little relative difference in a mature man's age and abilities, perhaps I am the victim of the 'old age' atmosphere in which I have been compelled to work in the superintendent's office during the last two years. That is, the working atmosphere in the school superintendent's office for the last two years has had about it such characteristics of extreme and disagreeable old age that it has been a very disagreeable place for me to work.

"There has been no song in anyone's heart; no one has laughed; no one has even smiled. It has been an ancient atmosphere—testy, fitful, querulous—an impossible atmosphere for anyone who has a spirit of youth in him. Therefore I now say to the board of education that I do not care longer to stay in it."

NORTHERN CALIFORNIA SCHOOL NOTES

Principal Drew of Orland has resigned to take charge of a district near Richmond. Ralph Camper of Williams has been elected to take charge of the school at a salary of $2,000.

Principal J. M. Osborn of the Nord Avenue School, Chico, has resigned and will enter another line of work.

Superintendent C. C. Hughes of Sacramento is spending his vacation giving a series of lectures at the Oregon University Summer School.

Principal Kline of Live Oak and Principal Kimball of Yuba City have retired from the work. This is a distinct loss to the profession, as both these men have done valiant service in the field. We wish them every success in their new work.

Oroville has about completed her new high school. When ready for use, it will be one of the best for its size in this end of the State.

Principal Hennessey of Grass Valley will devote his entire time to the supervision of all the schools of his city. A new principal of the High School will be chosen to work under Superintendent Hennessey.

H. J. Wilcox, instructor in biology and science in the Red Bluff High School, becomes principal of the Placerville High School. He took with him Principal D. C. Elder of the Lincoln Grammar School of Red Bluff, who will teach agriculture.

Red Bluff lost both grade principals this summer through resignation. Mr. Albert Williams, who has served acceptably as principal of the Monroe School, will probably give up the calling and enter railroading.

Superintendent J. D. Sweeney has been re-elected district superintendent of the Red Bluff schools for four years. During the early summer he delivered a series of addresses before the summer session of the Chico Normal, illustrating them by his set of 125 slides on California history.

The Chico Summer School was well attended, considering the conditions. One lone young man enrolled for the work. Several strong instructors were placed upon the program by Acting President E. I. Miller.

This end of the State extends greeting to th new president of the Chico Normal. We assure Mr. Osenbaugh that the educators of this section will be ready to give him hearty co-operation in whatever line he chooses, as the educational leader of this part of the State, to follow for the betterment of the cause of education. Welcome, Mr. Osenbaugh, to Northern California, with her fruit and her flowers, her sunshine and her rain.

The Board of Trustees of the Chico Normal have gone upon record as favoring two rather than three years' normal course. There are two sides to this matter, and with the growing demands upon teachers it is more than likely that the three-year term will come sooner or later.

* * *

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This pad has been carefully graded and should find ready use in the sixth, seventh or eighth grades, and for review in the junior high school and commercial school.

F. O. Mower, formerly principal of Madera High School, has been elected principal of the Courtland School at an increased salary. Mr. Mower has a splendid record of many years' efficient service. The Madera High School made great progress during his principalship, and the pupils who enter the university hold high credits. Courtland is indeed fortunate in having secured his services.

* * *

Superintendent Geo. Schultzberg, who has made a state-wide record on consolidation of schools and efficiency in the conduct of the schools of Monterey county, has resigned, and has taken up educational war camp work in Oklahoma. Miss Mignon, who has been Mr. Schultzberg's assistant for a number of years, and a very able and efficient young woman, has been appointed to fill out the unexpired term. It is reported that Mr. Schultzberg's name, however, will go on the ballot for re-election. There will be no opposing candidate.

Oakland has elected fifty-one new teachers for 1918-1919.

J. E. Corbett, formerly of Watsonville, has been elected to a position in the Wilmerding School, San Francisco.

Dr. Herbert True has been elected to take charge of the physical unfit in the Los Angeles city schools.

THE POLITICAL OUTLOOK FOR ELECTION OF SCHOOL SUPERINTENDENTS

For Superintendent of Public Instruction —Mark Keppel, Superintendent Los Angeles county; Edward Hyatt, incumbent; Will C. Wood, Commissioner of Secondary Education.

For County Superintendent of Schools: In Los Angeles, Tehama and Butte there will be no elections, as these counties work under the county charter system.

In the following counties the superintendents are fortunate in having no opposing candidates: Perle Sanderson, Colusa; Wm. H. Hanlon, Contra Costa; S. M. Chaney, Glenn; James B. Davidson, Marin; Geo. Schultzberg, Monterey; Lena Jackson, Napa; Irene Burns, Placer; Mrs. Kate Donnelly, Plumas; Raymond Cree, Riverside; W. J. Cagney, San Benito; Minnie V. Lehner, Santa Barbara; Grace Stanley, San Bernardino; John A. Anderson, San Joaquin; Roy Cloud, San Mateo; Lizzie Vagades, Sutter; G. P. Morgan, Tuolumne; James A. Reynolds, Ventura; Harriet S. Lee, Yolo; Mrs. Sabra Greenhalge, Amador; Jos. M. Hamilton, Del Norte; Minerva Ferguson, Lake; A. Roncovieri, San Francisco; A. F. Shibley, Imperial; Belle Alexander, Sierra; and Charlotte Cunningham, Shasta.

The candidates in the following counties are as follows: Alameda, Geo. W. Frick, incumbent; Geo. A. Edgar, Eldorado; S. B. Wilson, incumbent; Miss M. A. Kelly, E. J. Fitzgerald; Fresno, A. E. Balch, Principal Edwards; Kern, L. E. Chenoweth, incumbent, Miss Jean Durnal; Kings, J. E. Meadows, incumbent, Miss M. L. Richmond; Mendocino, Mrs. Anne Porterfield, incumbent, Roy Good; Modoc, Mrs. Nellie B. Harris, incumbent, Miss Belle McElwaine; Nevada, R. J. Fitzgerald, incumbent, Elizabeth Richards; Orange, R. P. Mitchell, incumbent, B. L. Beswick; Sacramento, Carolyne Webb, Peter J. Kramer; San Diego, J. L. West, incumbent, Hugh J. Baldwin, Mrs. Viola Norwood Crawford; Santa Clara, D. S. Bateman, incumbent, Mrs. F. H. Glasson, Miss Agnes Howe; Santa Cruz, Mary E. Morgan, Edna H. Young, Cecil Davis, Cora E. Blodgett; Solano, D. H. White, incumbent, Jasper J. Finney; Sonoma, Ben. Ballard, Jesse F. Prestwood, O. S. Staton, Ida F. Marshall; Stanislaus, Frank Bacon, incumbent, A. G. Elmore; Tulare, J. E. Buchman, incumbent, A. M. Simmons, C. E. Horsman; Yuba, Jennie Malaley, incumbent, Anna McKenna; Humboldt, Hugh B. Stewart, Robert A. Bugbee, Mrs. Catherine L. Zane; Merced, Miss Sheehy, incumbent, Mrs. Sillman; Madera, Craig Cunningham, incumbent, Mr. Johnson; Siskiyou, George E. Townes and Mrs. Kate Horn; Inyo, Mrs. M. A. Clarke, incumbent, and Mrs. Florence Connor.

* * *

WESTERN SCHOOL NEWS

Roy Stover was re-elected city superintendent of the schools of San Bernardino July 1, 1918.

* * *

L. W. Babcock, formerly superintendent of Mendocino county, has been re-elected principal of the El Monte Union High school for a term of four years.

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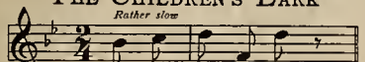

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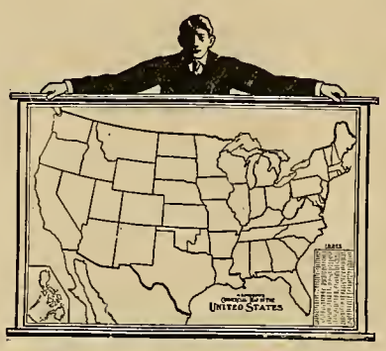

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CALIFORNIA LIBRARY ASSOCIATION EDITION

THE WESTERN JOURNAL OF EDUCATION

Vol. XXIV SAN FRANCISCO, AUGUST, 1918 No. 8

MEETINGS

Bay Section the California Teachers' Association; Wm. J. Cooper, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, F. H. Boren, Lindsay, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the Califnroia Teachers' Association; E. E. Brownell, Gilroy, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, Mrs. Agnes Ray, George W. Stone.

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EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Washington Irving School, San Francisco.

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SUMMARY OF PROGRESS IN SCHOOL LIBRARY SERVICE

California Library Association, June 18-22, 1918.

Anyone who has seen a cross section of the shell of a chambered nautilus will have a good mental picture of the progress of school library service in California during the last seven years. It commenced and continued for many years with small service given by tiny school district libraries. It has developed into comprehensive service through co-operation with county free libraries.

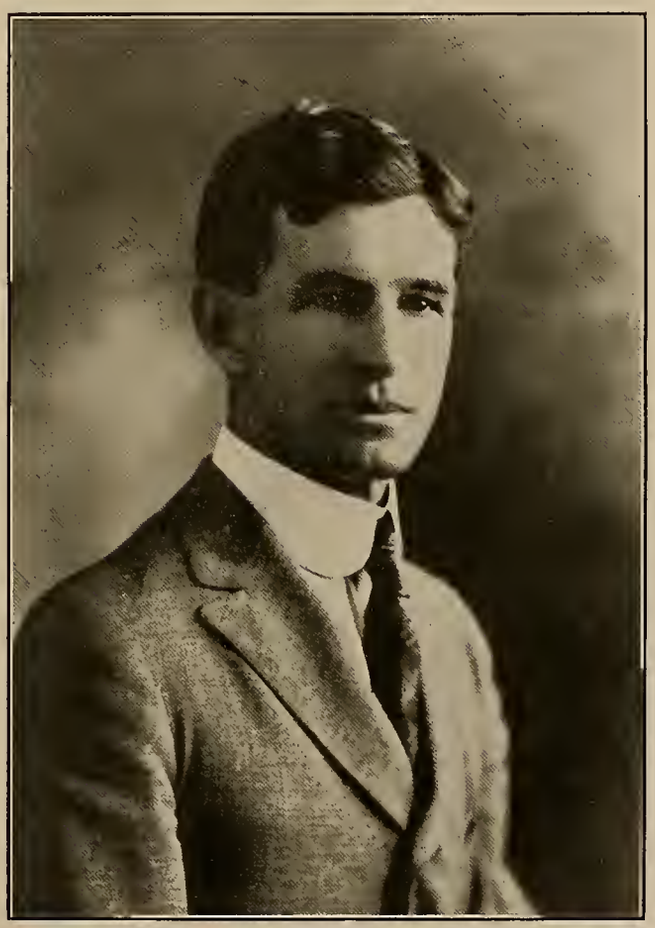
Prior to 1911, the school libraries were held in the grip of a deadening inertia that made growth impossible. A large percentage of unused books was accepted as a condition that must be expected, not remedied. As teachers and trustees changed frequently, there was no one in particular who was responsible for the fact that the library was merely a collection of books of little use. There hadn't been any direct connection made between any large library with a trained librarian and the schools.

Each teacher expected little and received little. A few supplementary books, possibly a few books for general reading, and a map, a chart, or a globe, exhausted the small library fund. How could one expect large library service with small funds when operating independently?

In 1911, seven boards of school trustees in one of the smallest counties of California commenced to have growing pains educationally and stretched themselves away from their previous narrow, cramped ideas and asked that their school libraries might co-operate with a larger library that would widen the horizon for their teachers and pupils. It was the beginning of county free library service for the schools of this state.

Since that beginning was made seven years ago, about fourteen hundred schools have joined the county free libraries of California. Five counties are units in school library service, viz., Kings, San Benito, Siskiyou, Trinity, and Yolo.

There are a number of counties that have only from three to eight school districts to join, and they also will be units, viz., Butte, Colusa, Inyo, Imperial, Lassen, Madera, Tehama, Ventura, and Sutter.



Milton J. Ferguson, President of the California Library Association, and Librarian of the State Library. Mr. Ferguson is carrying on the great work of the late J. G. Gillis in giving Library Service to every community center in California

There are large counties, that have many school districts, that have joined the county free library. Los Angeles county has one hundred four districts belonging; Fresno has ninety-eight school districts receiving service, and in a year and a half's time sixty-two school districts have joined the Kern County Free Library. Nearly every county where the county free library is in operation is giving school library service either to a few or to many school districts.

When the county librarians commenced to serve the schools seven years ago, the teachers expected only an enlarged service in books and possibly a new map, globe or chart. Visits made by the county librarians to the schools and by the teachers to the county library headquarters have helped to bring about a mutual understanding that has revealed the needs of the schools to the librarians and the resources of the library to the teachers.

The central collection of supplementary books in the county libraries has become large enough in many counties to supply fully all the requests made by the teachers and in addition all the books desired for home reading are furnished from the general collection in the county library.

Hundreds of schools in California are receiving that valuable little paper called "Current Events," and in addition magazines like the National Geographic, St. Nicholas, and Popular Mechanics for the children and professional magazines for the teachers.

As the county free library service to schools progressed, it became apparent that it could include the circulation of stereographs, picture and music records.

Several of the counties have thousands of classified stereographs and have made them accessible to the schools. Our county has over eight thousand stereographs that correlate with the subjects taught in school. Each school is supplied with a tereoscope and the stereographs are circulated to them the same as books are circulated.

The desirability of using stereographs in any school cannot be questioned, but in the rural schools, where often there are as many grades as there are pupils, the value of stereographs cannot be estimated. There may be one boy in a seventh grade who is studying the Panama Can is studying the Panama Canal. Unless he is supplied with outside help his information is limited to a map and a few paragraphs in his school geography.

With co-operation from a county free library such a child may have an interesting book telling fully, yet in simple language, the story of the Panama Canal, magazine articles concerning it, and stereographs illustrating the construction of the canal and giving a vivid idea of the locks. Hundreds of children in country schools are having history, geography and literature made intensely interesting for them by means of suitable books, magazines and stereographs.

Few children leave school with any

knowledge or appreciation of either art or music. Their opportunities along those two lines are rapidly being enlarged through county free library service.

Quite a number of schools in several counties that have joined the county free libraries have picture frames with detachable backs and the county librarian circulates to them the best in art. Pamphlets are sent to the teachers with information about the pictures and the artists so that the children may have an intelligent understanding of them. During the year these pictures are exchanged, the same as the books are, thus making it possible for children, even in the most remote school districts, to acquire a knowledge of the great masters and masterpieces. The beautiful and wonderful places all over the world are brought before them through the Mentor Magazine, National Geographic, Perry pictures and many other sources.

The almost universal, yet ungratified, desire for music, is shown in the unused pianos and organs in the schools in California. The only instrument that adapts itself to all people and places is a music machine. Even music machines may prove a failure when installed in schools with limited funds for the purchase of records and with people purchasing records who do not have an appreciation of the best music and an understanding of how music records correlate with the subjects taught in school.

It has been demonstrated that it is as extravagant and useless for a school to purchase a music machine and then not be able to have a sufficient number and suitable kind of records as it is to purchase a piano for a school and not have anyone to play it. There are few, if any, rural schools that can afford to purchase all the records needed. Records, like books, become dead stock unless it is possible to obtain them from a central collection from which they may be circulated.

Several county librarians in California have shown that the circulation of music records to the rural schools is not only feasible, but a decided success.

Teachers are learning by actual use that music records do not mean aimless entertainment, but that they are strong factors in bringing interest into and a finer understanding of the subjects taught in school. Story-telling records are a wonderful help in teaching the children expression in reading.

Sets of colored pictures of birds, supplemented with nature study records giving the bird notes, are a fine means of familiarizing the children with the birds that are harmful and should be exterminated and with ones that are helpful in conserving fruit, grain, and other foods.

Records for folk dances, calisthenics and various forms of physical education show that there is a growing appreciation of the idea expressed in Browning's lines, "Not soul helps flesh more now than flesh helps soul."

Penmanship and typewriting are relieved of their tedium by records that give a rythmic count and accented beat by which the student can gradually accelerate his speed.

Historical records impress upon students the fine speeches of the great men of the world.

The masterpieces of literature are better understood when illustrated by records.

Appreciation of the best music becomes a reality to children through hearing the records of the world's finest musicians.

There has been decided progress the last few years in making this connection between the music records and the schools. One county librarian in less than two years has made a collection of about three hundred music records that correlate with the school subjects. The collection also includes many records to teach appreciation of music.

Seventeen of the schools in that county have purchased music machines in order that the teacher and the pupils may have the advantages to be gained through the circulation of records from the central collection in the county free library.

One could not tell completely of progress in school library service and omit the change that is taking place in the teachers' libraries of California. There is a state law that requires the payment of a fee of two dollars for granting or renewing teachers' certificates. One dollar of each fee is used for the purchase of books for the teachers' library. For the year 1916-17, the funds for teachers' libraries in the fifty-eight counties amounted to $7,041 and the libraries contained 77,610 volumes.

These libraries are located in the offices of the school superintendents. Their many duties make it impossible for them to give the attention that is necessary for the wise selection of books and for their distribution after they are purchased. The result has been practically unused teachers' libraries.

Since the establishment of county free libraries in California, nineteen of the school superintendents have each caused the teachers' library to be transferred to the county free library in order that the teachers shall be able to have purchased and sent to them the professional books and magazines that they desire. There is one teachers' library that joined a county free library that has over one thousand card holders among the teachers. Teachers will use these libraries when it is in charge of a trained librarian whose business it is to purchase the books and magazines they wish and attend to their distribution.

One phase of library service that is in its infancy, when it should be full grown, is teaching children how to avail themselves of the resources of a library.

In one normal school of California it is compulsory for each sutdent to take library training. These students in their practice teaching take their training classes to the normal school library and teach them how to use it. One knows a direct connection has been made between the library and the school when a fifth grade class is seen looking up references in books and magazines under the guidance of a student teacher who is under the supervision of a trained librarian.

In one of the counties of California, the county free library is located adjacent to the elementary school. The fifth, sixth, seventh and eighth grades take turns one day each week in spending one period of about forty minutes in the county free library. The teacher accompanies the class and is responsible for their behavior.

The county librarian and her three assistants take groups of four children, make known to them the resources of the library, and instruct them in the use of the books and magazines. The children take as great interest in learning to use the card catalog as they would in a delightful game and voluntarily give up the recess period in order to have more time to spend unraveling the mysteries and unearthing the riches of the library.

By means of continuous, systematic instruction, the children are becoming independent users of the library and have opened to them a storehouse of help and pleasure that will last as long as they live.

That this instruction that has commenced in the elementary and the normal schools should continue all along the line is expressed in the following statement made by the committee on co-operation between county free libraries and high schools: "In order that the schools may receive the largest benefits from the library, it is the judgment of your committee that all teachers should have a certain amount of training in library work, and to this end that all normal schools and departments of education in colleges and universities of the state should include such training in their professional courses for teachers."

This committee report represented another step in progress in high school library advancement. In the last four years one-tenth of the three hundred nine high school libraries of California have joined various county free libraries and by doing so have greatly increased the efficiency of their libraries. To further increase this efficiency the high school principals at their convention in Oakland on April 13, 1918, adopted a plan that has a co-operative business basis as a uniform plan for all high schools that receive county free library service.

One decidedly progressive step taken by high school representatives has been the enacting of the following law: "No librarian shall be employed for more than two hours a day in any high school, unless such librarian holds a high school certificate or a special teachers' certificate in library craft, technique and use, of secondary grade, granted in accordance with the provisions of this code."

Supplementary book reports made recently by the county librarians to the California State Board of Education show an almost phenomenal development in school library service to the hundreds of school districts that have joined county free libraries.

They are sending books, apparatus and magazines and in many instances stereographs, pictures and music records to between two and three thousand teachers and to almost sixty thousand children.

Many expressions of appreciation reach the librarians from the teachers. The following is taken from a letter written by a teacher in a remote district to the county librarian who gave library service to her school, and sums up in a few words the contrast between the stereotyped school library and the constant circulation of fresh books from a central collection.

She wrote: "I never dreamed of such a treasure house in the days when I used to stand before the shelves of the old school library. The children did not want what was there and I could not blame them. Now, all we have to do is to rub the ring which our fairy godfathers, the supervisors, have provided for us and the books are there."

Mrs. May Dexter Henshall.

School Library Organizer, California State Library.

LIBRARY SERVICE FOR THE CHILD OF ELEMENTARY SCHOOL AGE

From the Standpoint of the Librarian:

Before the day of the children's room in the public library, when children of school age were barred from most libraries by an arbitrary age limit, the school laws of a number of states provided for libraries in the elementary schools. When children's reading began to be seriously considered by the public libraries, children's departments were established and these began with varying degrees of intelligence and efficiency to supplement the library work of the schools. Since then questions as to the inter-relation, the respective function and the control of the two institutions have been so consistently discussed that the phrase "co-operation with the schools" has become distinctly bromide in library circles.

The school has certain marked advantages over the library in furnishing proper reading for children. First and most obviously the public school reaches practically all the children of the community, while the public library at best draws to its children's room a comparatively small per cent of them. Second, the school has much better opportunity to meet the individual need of the child than has the library. It is no longer taken for granted that unlimited and indsicriminate reading on the part of the child is necessarily an advantage. The librarian may select her books with the greatest care, may do her utmost to cultivate the acquaintance of the children themselves and may conscientiously peruse the course of study, yet she cannot possibly understand the intellectual and social needs of each child as can the teacher who at least has the chance to know her pupils in their relationship to many things besides books.

If the librarian, partly through lack of opportunity and partly through lack of knowledge and training in the principles of pedagogy is unable to give the most intelligent help to children of the elementary school age, so the teacher, partly through lack of training in the use of books and libraries and partly through lack of knowledge of children's books themselves is often unable to seize her superior opportunities. This mutual ignorance of the technique of each other's profession is being relieved somewhat by the efforts of the library school on the one hand and those of the normal school on the other hand. Granted this increased understanding of each other's aims and methods, the relation of the teacher and the librarian should be such that the teacher would find at her disposal the librarian's expert knowledge of children's books to supplement her own understanding of the children's needs. On the other hand, the librarian would profit by the teacher's superior grasp of the child's need if the teacher could send or bring her pupils to the library for definite books and material not available in the school, and if she would herself consult with the librarian about the children who make constant use of the children's room. This of course is possible only when the school is in close proximity to the public library.

The existence of an elementary school library and its relation to other library agencies involve the question of maintenance and control, for there can be no library without funds and there can be no expenditures of funds without authority and responsibility. Many of the early laws that we spoke of as providing for school libraries had the same defect that many later library laws have had: they permitted the establishment of the libraries but were not mandatory as to a tax for their support.

City schools, having a more centralized organization and a closer relation to the tax-making body have from the beginning been more adequately equipped with libraries than have the isolated districts. In addition to their own libraries, purchased with school funds they have had the use of the city libraries and branches to supplement their own material. Many city schools buy only textbooks, supplementary readers and a few reference books with their own funds, depending on the public library to supply class room collections and to grant special privileges and furnish professional help to teachers. In the New York Public Library, for example, each branch has its school department which works with all the schools of that district. The children's room in the branch is another department and serves only those children who come to the building. Very satisfactory work can be done under this arrangement if conditions are favorable; the greatest drawback is the lack of coordination between the library of the school an the children's room of the public library. The indiscriminate and unintelligent reading that results from the crowded condition of the children's room in many branches during certain rush hours is certainly a questionable advantage from the standpoint of the school. There is nothing except an individual desire on the part of both children's librarian and teacher to bring about the complete understanding and oneness of aim that would make the children's room an unmixed benefit to the child.

Again, books in the class room collection may be used not merely in the school building but may be circulated for home use through the school. This really makes the school library a branch of the public library and there seems to be a tendency in cities at the present time to locate the branches of public libraries in school houses. Certain physical conditions are necessary to this plan; the room used as a library must have a separate entrance from the street and must be very much larger than the ordinary class room; and it must be so arranged that it can be heated, lighted, and kept in running order when the rest of the building is closed. In such an arrangement the expenses are divided between the school and the library, the library furnishing the librarian and supplying the books, perhaps, and the school assuming the operating expenses. A plan of this nature is carried out with marked success from the standpoint of both library and school in at least two of the much discussed schools of Gary, Indiana.

Still another plan is exemplified in Los Angeles where the elementary school library, directly under the city board of education and entirely distinct from the public library acts as a central library and distributing point for all the schools in the city.

The schools outside the cities and towns have no such convenient resources as the city schools and are obliged to find their library service by other means. In most states the matter of rural school libraries was entirely neglected in the division of school funds. In some cases, state aid was offered to districts which would impose certain obligations upon themselves. This aid took the form of funds or of book service from the state traveling libraries. In either case it gave the state the right to exercise some degree of supervision and control over the rural school libraries that it helped support. A few states, including California, legally apportioned a certain per cent of the school funds for library purposes with the result that California, at least, had school libraries as early as 1854.

While the rural school library law of California was admirable in its intent it was deplorable in its operation. According to the present organization of the educational system of this state, the unit is the district. The district is under the general control of a board of trustees which expends the school money within certain limits set by the state and the county and which manages the affairs of the district school under the supervision of the county superintendent. The school law of the state requires that not less than five and not more than ten per cent of the school fund of a district shall be set aside as a library fund for the purchase of books and apparatus for the school. Before the modification of the school law by the passing of the County Library Act the trustees alone were empowered to select and purchase the books. The teacher might request and advise in the matter—he might be heeded and he might not. The resulting libraries can be imagined. The susceptible trustee bought from the glibbest agent who assailed him, the indifferent trustee bought nothing, and the enterprising trustee bought according to his own literary fancy. The clerk of a certain remote district in the state used to go in to a book shop in the nearest city once or twice a year and select a supply of the latest fiction for his district school. He explained, ingenuously enough, that the money was there to be spent and nobody else seemed to care about the books so he bought what he and his wife enjoyed! Probably his library was more popular and hardly less suitable than some other school collections weighted down with such works as Bancroft's history of the Pacific States, Gibbon's Decline and Fall of the Roman Empire, Darwin's Origin of Species and Lives of Distinguished Females. That such results as these were theoretically impossible under the law which provided for approval of all book purchases by the County Superintendent or the Board of education is true, but it is none the less true, as any one who has handled the rural school libraries will admit, that the actual inadequacy and unsuitability of a majority of them could hardly be exaggerated.

Granted, however, that the trustees were honest, intelligent men who employed a trained, capable teacher and allowed him to advise in the selection of books to be purchased they would still have little chance to build and keep up-to-date a useful collection of books and necessary apparatus because of the small amount of money available each year. Quite naturally, the result of these conditions was that with few exceptions the rural school libraries were inadequate to meet the needs of the schools.

We speak of such conditions of the rural school libraries in this state in the past tense because in the last seven years they have been radically changed by the operation of the California County Free Library

in connection with the district schools. The way in which the county free library meets the needs of the district school library is very simple indeed. The trustees of any district may vote to turn over the library fund of the district to the county library fund, instruct the county superintendent to make the transfer at the time of the appropriations and to make the district a branch of the county library, thus opening to it not only the resources of the county library but also those of the state library which lends books free of transportation to any branch of the county free library. The district is privileged either to keep its original collection of books or to transfer it to the county library. In any event once the trustees take the action described, the responsibility of furnishing the district with a library devolves upon the county library, and the function of purchasing books and apparatus for the school is automatically transferred from the trustees to the county librarian.

The county librarian relies largely upon the board of education in the selection of supplementary readers and purely technical material. She tries in every way to find out the needs of the children from the teacher and because of the larger central collection, the teacher is able to select just what she wants to supplement her work. Because each collection sent from the county library is entirely flexible, the school need have no books on the shelves that are not usable and can meet the varying requirements of succeeding classes instead of using unsuitable material selected by some previous teacher or trustee for the use of preceding classes. Because of the pooling of funds and the free circulation of the books among the schools through the central library, the school library in the course of a year has the use of many times more books than was possible when it was limited by its own fixed collection.

The matter of maintenance offers no serious difficulty because, with the county as the unit, a small tax is sufficient to cover general library service to adults and children alike. The problem of control also takes care of itself. The teacher may make use of the librarian's knowledge of children's books and can select books from the general collection with a view to guiding the children's reading and coordinating it with their need, both educational and recreational. The librarian, on the other hand, is guided by the opinions of the board of education and the county superintendent of schools in all matters relating to the principles of teaching and is governed by the wishes of each teacher in selecting the books for each school. Plainly the success of the county library plan with the schools depends very greatly upon the attitude of the teachers who must be sufficiently interested and informed to meet the librarian half way. The most potent factor in influencing the spirit and attitude of the teaching force of the state is the normal school and the very important relation of the normal school with the library is to be discussed later this afternoon.

The functions of an elementary school library are briefly: to aid the routine work of the school; to furnish facts and information; to encourage voluntary work; to establish the habit of reading and form a sound literary taste; and to accustom the child to the use of a library, not merely as a recreation but as a practical aid in his various pursuits.

How does the county library perform these functions in the elementary schools which are its branches? It aids the routine work by furnishing for both teachers and pupils necessary texts and apparatus not supplied by the state. It furnishes facts and information by supplying simple reference books to be kept in the school library and by answering specific questions and sending special material either from its own shelves or from those of the state library. It encourages voluntary work by furnishing suggestive material that enlarges on the information the child has obtained from textbooks and class room and that stimulates him to creative thinking and corresponding action.

The county library, or any other library, indeed, is only one of the factors in the forming of the literary taste of the child. In this function, the teacher and the parents bear at least an equal responsibility with the librarian and unless all are interested and in close sympathy with the child and with each other, their efforts will be offset by the counter influences of inferior books, sensational "movies" and vulgar pictures masquerading as comedy.

The function of the school library as a preparation for the intelligent use of the adult library as a continuation school and a practical vocational aid is in line with the present educational attitude which, as one writer says, "considers the child as a future citizen and not as one of a race apart." Unfortunately, all children normally of the elementary school age are not in school. To those who for one reason or another leave school before they reach the eighth grade and who are thus deprived of the easiest means of education, the library owes as great, if not a greater duty, than to those who are able to avail themselves of all the benefits of the common school system. One of the most serious criticisms made against the public libraries is that they are failing in large measure to bring their service to the mass of wage earners, and especially to the young wage earners who are out of touch with other educational agencies. The difficulty that the county library has, in filling this need, working as it does without the same opportunities for publicity that a city library has, is that of getting in touch with our children who are out of school. We are making just now the beginning of a tentative effort to reach each child who leaves the schools of Yolo county. To each child graduated from a district school or from a high school, we are sending a circular letter, calling his attention to the fact that the Yolo County Free Library was established and is operated so that his education may extend beyond the limits of his attendance in the public school and urging him to use the library as one of the agencies by which he may reach his own highest attainment in whatever field of activity he enters. When the new term opens we intend to furnish each teacher with printed forms with place for the name and address of any pupil leaving school during the term, his grade or the number of years he has been in school, his reason for leaving school and any additional information the teacher can supply. When the teacher sends one of these blanks filled out to the library, we will write a personal letter to the boy or girl reminding him that, although his connection with the school is at an end, he is still able, through the use of the county library, to do what in the last analysis he would have to do, no matter how many institutions of learning he attended—that is, to educate himself. This plan is experimental, and if it proves disappointing it may at least suggest to us some better method of achieving the desired results.

In any event, the library cannot convince the child who has left school that it is a vocational aid unless it has proven to him through the school library that it can meet practical needs—in a word, unless it has been a factor in prevocational guidance. It is remarkably encouraging in this connection to notice how little inclined children are to distinguish between recreational and informative reading unless they are encouraged to do so. The elementary school library is working with a constantly increasing realization that childhood is only a transition state and that library work with children is not an end in itself, but a preparation for the use of the library as a life-long educational force.

ELEANOR HITT.

HIGH PRAISE

Carroll G. Pearse, editor of "The American School" of Milwaukee, Wis., in a review of "Pacific History Stories says:

The children of California are fortunate to have such a book as this from which to learn the stories of their great State. There is a glory of romance about the early history of California that might easily have been spoiled by a too matter of fact, dry-as-dust historian. Harr Wagner has the soul of a poet and the vision of a seer. While he is an ordinary human editor of an educational journal, he is also possessed by the spirit of California. He feels the glories of her past, and the greater glories of her future. He was the intimate friend of Joaquin Miller, and to him the poetry of California history is as real as its chronology.

Few books of the kind have touched the real, vital spots in the history of a State, as does this little volume by Mr. Wagner.

Every pupil in California schools should read these Pacific History Stories. Price $1. Harr Wagner Publishing Co., 239 Geary street, San Francisco.

* * *

ELECTION RETURNS

The results of the primary election for Superintendent of Public Instruction shows Will C. Wood in the lead, with Edward Hyatt second, and Mark Keppel third. Mark Keppel carried Los Angeles county by 20,000 majority, but received a small vote in Northern California. Superintendent Hyatt carried his home county by a clear majority over both Wood and Keppel.

There were a number of interesting contests for county superintendents, resulting in the election of Dan White of Solano, Miss Webb in Sacramento, Mr. Mitchell in Orange, Mr. Elmore in Stanislaus, Mr. West in San Diego. Agnes Howe succeeded in qualifying for the finals against D. T. Bateman in Santa Clara county. Geo. W. Frick won out in Alameda county.

The Ancient Order of Mozurians

EDUCATION VS. SCHOOLING

This much is profoundly true—there are only two ways of educating—with books or without books. Nay, in fine point of truth, there is only one way—without books. For book learning, until it is subjected to the digestive processes of one's own personal experiences, never is transformed into the bone and sinew of education. It remains an indigestible lump known as pedantry. The best living example of a perfect fool is a book-pedant mentally contorted by undigested book facts. Man is only wise insofar as he has digested his experience. Most people's minds are hybrid crosses between fooldom and wisdom, and, in times current, books play the part of intercommunicating pollen. Yet there is no reasonable justification for anyone to grow up a fool provided he has native intelligence and opportunity for suitable experience. There is optimism in this thought and those who have both should memorize it.

Schools would have been great institutions, educationally, if the schoolmasters only had a clear mental grasp of the contents of the above paragraph. As the situation is, however, schools have attempted to educate by means of books alone—without digestive experience. It can't be done. The obvious proof that it can't is that it hasn't. School "education" itself attests the impossibility. Let it be entered as Exhibit A—further proof would be redundancy. School arithmetic without life experience in application, school grammar unapplied to language usage, school geography and school science upon paper, never get beyond the book covers. The theory that we can learn in childhood and hold in the storage of memory what we are going to experience in distant adult life is like the famous project of bottling the darkness of ancient Egypt for modern consumption. Memorized book-stuff doesn't keep in the human memory. Our schooling system, based upon this theory, is the great modern bunko game of civilization. What boots it that the schools test today what the pupils memorized yesterday—let them test what adults memorized in school ten to twenty years ago.

There are two exceptions to this vicious rule of schooling—the learning of how to read and how to write. Pupils, as a general rule, work these learnings into daily experience immediately. These two exceptions prove the rule. They are the two profits of our schooling system. Moreover they are large profits. They are so overshadowingly large that we fail to notice the waste in the other subjects in which the principle of immediate use is not applied. The abilities to read and to write have added so much to the possibilities of human experience that most people, through these means, accomplish practically all the book education they subsequently acquire—and, then, unthinkingly ascribe their attainments to school memorizing. It is for this reason that it is often hard to distinguish our unschooled from our schooled products of education — our Benjamin Franklins, our Lincolns, our Burbanks, our Edisons from our school and college-bred types. The common fact of the matter is that both types attended the same two schools—the little red schoolhouse where they acquired the abilities to read and write, and that Great School of Personal Human experience and action, where they digested into bone and sinew of intelligence what their daily experience and daily reading contributed. It is entirely clear what the little red schoolhouse did. It is also quite clear that experience operated upon both types. But it is extremely difficult, nay, impossible, to put one's finger upon what higher schooling or college did for its proteges by which they may be distinguished from the unschooled but educated men. Hence education is the product, not of schooling but of experience—Q. E. D.

Nothing which has been said belittles the value of books to education. But school texts can hardly be called books, for real books are living. Texts are book corpses containing the dead words of knowledge from which life, for purposes of school memorizing, has been emasculated. They offer to a child the same succulent enticements that a condensed railroad time table offers you for a trip you may possibly make half a life time hence. Why has it not occurred to the schoolmasters to preserve the dried knowledge of texts in the texts rather than foolishly attempt to transfer it to the memories of pupils? Why take it from the original tins? These are far more convenient for reference when needed and they do not leak as memories do. This is a question very hard to answer.

Here are some more questions which, by the same token, are equally difficult to answer intelligently: Why not cut out from our school and college curricula all courses which merely attempt to transfer dead facts to the memory when the texts themselves are much safer, handier and more available in emergency? Why not confine all schooling to processes which insure immediate digestion of book facts by means of personal experience directed by interested motive? Let it be frankly admitted that this proposal will tear out at least 80 per cent of existing schooling. But schooling will, by this revolution, become identical with education. Cheap, easy, delightful, library service will then take the place of the deadening grind of memorizing of existing schooling and there will be something to show in results except units, degrees, diplomas and other forms of schooling camouflage. And when we come to think over and simmer down to essentials what education any one of us has, we realize that our real education is only what we have experienced, what we have read in answer to the needs and motives of our experience, and that this memorized schooling has been sloughed off or has remained as undigestible and hampering pedantry. Why not realize the situation and shape our schooling accordingly? The compulsory deglutition of school memorizing is not digestion. It leaves no final trace save the memory of a headache and a condition of mental dyspepsia. Until schoolmasters learn their trade properly, education must depend for book education upon libraries, magazines, newspapers and the hunger of daily experience.

So, blessed be human experience—let us have more of it in schools for it is the dynamo of education. Blessed be the little red schoolhouse wherein we acquired the ability to read and thereby to broaden our experience through the living experience of others in books, and to write, whereby we could enter into broader opportunities of exchanging experience with others. Blessed be the libraries which have garnered and preserved experience until we specifically needed it and could thereby change this book knowledge into education. (Extracted from the 7th Chapter, 21 Book of Eternal Wisdom, done by Brian Boru, First King of Ireland, in the three score and tenth year of his glorious reign; preserved in the library of the Great College of Horse Sense, founded by the same and maintained through the ages by his Spirit).

High School Text Books

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By Eugene Henry Barker, head of the Department of Mathematics, Polytechnic High School, Los Angeles, Cal. 86 illustrations. 8vo. vii 172 pages.
Price, $1 postpaid.

Roray.—Industrial Arithmetic for Boys.
By Nelson L. Roray, Department of Mathematics, William L. Dickinson High School, Jersey City, N. J. 86 illustrations. 12mo. viii 154 pages.
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Roray.—Industrial Arithmetic for Girls.
An Elementary Text in Home Economics. Illustrated 12mo. viii 196 pages.
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By C. Stuart Gager, Director Brooklyn Botanic Garden. 435 illustrations. xix 640 pages.
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Some principals oversee and others overlook.

The secret of education lies in respecting the pupil.—Emerson.

He is to be educated because he is a man, and not because he is to make shoes, nails and pins.—Channing.

ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF STATE BOARD OF EDUCATION, JULY 8-15, 1918.

The regular quarterly meeting of the State Board of Education for July, 1918, was held in the office of the California Highway Commission at San Francisco.

In addition to the usual routine business, the most important subject taken up was the matter of objectionable songs in the newly adopted series of music books and plans for their elimination. The Board had previously received objections from various school people of the state against the use of the books by reason of German origin of certain ones of the songs. The subject was discussed at length, and various authorities, including the Governor and State Council of Defense, were called upon for advice. The final action of the Board was to use the books already printed, having the pages containing the objectionable material removed from the books before distribution.

In addition to the consideration of German songs in the music books, all texts in history now in use in the schools were ordered scrutinized for the purpose of determining whether or not any objectionable pro-German material might be contained therein.

The Board also took formal action regarding the books in use in State Normal Schools, asking that the normal school presidents be notified to submit their lists, accompanied by certified statement that the books had been examined and found free from any taint of pro-Germanism.

The Board authorized the advertising for bids for texts in arithmetic, to be received not later than January 1, 1919.

The list of accredited universities was enlarged to include graduate students of Redcliffe College enrolled in the same classes as graduate students of Harvard University, but credited to the former institution.

The Board decided to discontinue the printing of the State Series Advanced History, with a view to discontinuing the use of this book when the books now in use in the schools are worn out.

Apportionment of funds under the Smith-Hughes law, amounting to more than $25,000, were authorized.

Mr. Jay B. Nash was offered an appointment as assistant state supervisor of physical education, subject to a satisfactory understanding with the City of Oakland, where he had been employed as assistant director of the recreation department.

The Board authorized the printing of a supplemental list of high school textbooks and separate lists, newly compiled, of intermediate school textbooks and junior college textbooks.

The following resolution, prepared by Commissioner Wood, was adopted by unanimous vote:

"Whereas, every American citizen should be acquainted with the historical development of the United States, the principles of democracy and the machinery of American government, and

"Whereas, the high schools should place emphasis upon the preparation of all young people for American citizenship, regardless of the course pursued,

"Resolved, That no course of study be approved for any high school in this state unless such course shall include as a requirement for graduation at least a full year course in American history and civics."

Pending applications for life diplomas and health and development recommendations were disposed of.

Retirement Salary Business

The sum of $63,000 was ordered transferred from the permanent fund to the retirement salary fund, to pay the retirement salaries due June 30.

Refunds of erroneous deductions from teachers' salaries, amounting to $56, were ordered paid.

In response to request for an interpretation of an earlier rule adopted by the Board; it was declared that the rule requiring four years of teaching for the reestablishment of standing of a teacher long absent from the profession should apply only to teachers who were ineligible to the benefits of the retirement law when the law was passed in 1913 and who had not resumed teaching since that time.

The following physicians were appointed for the examination of retirement salary applicants in their respective communities: Dr. Frank Fischer, San Francisco; Dr. J. W. Scannell, Santa Rosa.

Authorization was given the Investment Committee to invest any surplus moneys in the Teachers' Permanent Fund, subject to the approval of the State Board of Control.

Retirement salaries were granted as follows:

Five hundred dollars per annum—Ella M. Austin, Mrs. Elizabeth M. Bacon, Mr. C. Bettinger, Mrs. Mary O. S. Crangle, Jaspar N. Davies, Mrs. Fannie V. Davis, Thos. V. Dodd, Miriam S. Faddis, W. T. Forsythe, Charles E. Frazier, Maria C. Galindo, Addie J. Gracier, Lillian R. Hill, Julia Hocheimer, Mrs. Dora B. Horton, Helen Edith Hunt, Virginia Jameson, Ida A. Johnson, William A. Kirkwood, George H. Kimball, Charles G. Kline, Arthur N. Knight, Mrs. Maud G. Lamme, Robert Loosemore, Warren Loree, Cecil Adelaide Murray, Dora B. Newman, John B. Nichols, Miss Minnie R. Pollock, Mary Elizabeth Roberts, Helen Adeline Robins, Chris Runckel, Luther M. Shuck, Benjamin F. Simcoe, Esther L. Strauss, Winifred Timmons, Julius A. Vergon, Bertha Warren, Mrs. Alice Welch, Charles Henry Woods.

Under Section 14 of the law—Mrs. Lizzie T. Burns, Mrs. Linnie M. Crawford, Mrs. Nettie S. Gaines, Mrs. Olive Price Gray, Mrs. Anna C. F. Gregory, Mrs. Ella L. Gregory, Mrs. Mary L. Hinton, Grace Pauline Meeker, Lulu V. Morgan, Mrs. Lenora O. Rich.

The Board adjourned to meet in Sacramento, September 16.

C. S. PIXLEY, Chief Clerk.

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WESTERN SCHOOL NOTES

The elementary schools of San Francisco are greatly overcrowded. There are at least one-third more children than can be properly accommodated. It is well that more money for elementary schools is a slogan in the present political campaign.

There is, for the first time in history, a shortage in teachers. This conditions exists more especially in states bordering on California, Nevada, Oregon, Arizona, etc.

Superintendent Edward Hyatt is sending out some urgent propaganda for more money for the elementary schools. The plea made by him is receiving favorable editorial comment in many of the big and little dailies.

Mark Keppel, the militant superintendent of the 5400 teachers of Los Angeles county, visited Oakland recently to present his platform as a candidate for superintendent of public instruction, along with Will C. Wood and others. This was the only campaign speech made by Keppel in Northern California. At the meeting there was read a letter from E. P. Clarke, president of the State Board of Education, giving a detailed account of Superintendent Edward Hyatt's serious illness. There is considerable diversity of opinion whether such political campaigning is not unfortunate, as it drains the milk of human kindness of all its best ingredients. Mark Keppel was fiery in his righteous wrath, and we are sure Mr. Wood regretted the incident. We do not criticise Mr. E. P. Clarke as president of the Board of Education doing politics, for that is what we all do in a campaign year, but the State Board of Education should spell politics with a small p, and Education with a capital E.

Miss Regan and Miss Jones of the San Francisco Board of Education are co-operating with Miss Meissner of St. Louis in establishing a traveling museum for the schools.

Prof. F. A. Wagner, one of the best known and progressive high school men in the state, in speaking of the faculty of the Ventura High School, says: "A glance at the teaching force will serve to assure patrons and taxpayers that our Board of Trustees is determined to maintain our high school at its maximum efficiency and so conform to the demands of our government and the request of our president. Recent reports in the Free Press have shown that the high schools of Ventura county are maintained at a much higher cost per pupil than the grammar schools. This must be so, for high school teachers are required to spend from three to four years more of their time in preparation for teaching and so their salaries must be higher. Besides, the number of available and efficient high school teachers is limited. The wage paid depends upon the supply and demand. Since the demand exceeds the supply of high school teachers the wages have had an upward trend.

The income of the elementary schools of Fresno county has increased 198 per cent in ten years, and the expenses increased 281 per cent. The high schools have increased 581 per cent. This certainly shows that Fresno county is having some educational growth.

Will C. Wood, commissioner of secondary education, has advised that military training will be given free to more than 8000 graduates between the ages of 18 and 21 at the University of California.

The committee on reorganization of the public schools has decided on a State Board of Education appointed by the Governor and a superintendent of public instruction appointed by the State Board of Education. This Journal is of the opinion that this is a very poor time of the year to try to Germanize our public school system. Let us cease talking "safe for democracy" until we cease our attempts to put over a buoeaucratic system of education in our own state. Efficient, yes, perhaps, but the ideals are not right.

The High School Teachers Association at Berkeley, July 18th, gave the Junior High Schools a hig boost.

Frank H. Ball, former president of the Santa Barbara Normal School, died July 15 at Los Angeles. He fell and injured his back about a year ago. He went south to engage in war work, and an operation was necessary nd died from its effects. He was 56 years of age.

Paul E. Stewart of Pasadena has been elected principal of the Santa Barbara High School, vice C. A. Hollinghead, resigned.

Phillip M. Fisher of the Oakland Technical High, has been elected president of the California High School Teachers Association. The four new directors are: Northern section, L. P. Farris, Sutter, re-elected; bay section, E. Morris Cox, Oakland, re-elected; central section, W. O. Smith, Fresno, to succeed Dr. H. W. Stager, Fresno; southern section, Dr. W. H. Snyder, Hollywood, re-elected. Arthur Chamberlain of San Francisco was appointed business and executive secretary. Resolutions favoring physical education and cadet drilling were adopted.

Harry M. Shafer, superintendent of Bakersfield, has been selected as third assistant superintendent of Los Angeles. His experience is as follows: Two years' teaching in rural schools; five years principal of high school nad grades at Lafayette, Ill.; four years superintendent at Gilman, Ill.; two years director at Normal Training School, San Diego; five years president of State Normal, Cheney, Wash.; one year president of State Normal, Ashland, Ore.; two years secondary school inspector, University of Pittsburg, and member of Pennsylvania State Board of Professional Education; two years president of State Normal, Clarion, Pa.; five years principal of Hanford Union High School, Cal.; elected city superintendent of Bakersfield schools for next four years.

"Harry"

Harry Linscott, who seems to enjoy himself thoroughly in looking after the interests of Ginn and Company in Southern California, urges librarians, teachers and superintendents to spend the library funds for books that will really be useful in the school room.

This man says, if you have a hundred dollars to spend, why not use all of it for books that will stand the test of class-room use—books well bound, attractively illustrated and low in price—books which are carried in large quantities right here on the Pacific Coast and which may be bought direct from the publisher at as low a price as they are sold to anyone in the United States.

Mr. Linscott advocates for school libraries such prosaic books as the Graded City Arithmetics by Wentworth, Smith and Shiels. Why? Because every teacher of arithmetic needs supplementary work, and in these books one for each grade are found hundreds of the best kind of motivated problems.

A new geography by Frye, beautifully illustrated in color and with "moving pictures"—a geography that emphasizes up-to-date industrial conditions, correlates with vocational education and fascinates especially the boys—is another favorite of Mr. Linscott's.

The Beacon Method and Readers, Mr. Linscott says, with a look of satisfaction, is now well over the top and is causing more consternation among his competitors than a flock of the allies' tanks does in the camp of the enemy.

Young and Field's Readers are also very popular in Mr. Linscott's field, many hundreds of them having been ordered by Miss Gleason, the Los Angeles county librarian.

By the way, this Los Angeles county library is making a very valuable collection of usable books, as shown by the following list of Ginn titles, ordered, many of them, in large quantities, during the past year:

Wilson's War Addresses.
Farmer and Huntington's Food Problems.
Young and Field Readers.
Seven Little Sisters.
Each and All.
Cyr's Dramatic First Reader.
Fassett's Beacon Readers.
Hardy's Sea Stories for Wonder Eyes.
Lansing's Fairy Tales.
Wentworth-Smith: Work and Play with Numbers.
Blaisdell and Ball's Short Stories from American History.
Comstock's Ways of the Six-Footed.
Wiltse's Hero Folks of Ancient Britain.
Bennett's School Efficiency.
Talbert's Expression Primer.
Gulick: Physiologies.
Wentworth-Smith: Arithmetics.
Cobb's Busy Builders' Book.
Chance's Little Folks of Many Lands.
Wilson's Myths of the Red Children.
Wiltse's Folklore Stories and Proverbs.
Judd's Wigwam Stories.
Zitkala-Sa: Old Indian Legends.
Long's Wood Folk at School.
Long's Secrets of the Woods.
Francillon's Gods and Heroes.
Brigham's Commercial Geography
Davis and Lingham's Business English and Correspondence.
Johnson's Education by Plays and Games.

Teachers and librarians are always welcome at the San Francisco office of Ginn and Company, or at Jones' Book Store in Los Angeles, where a complete line of the Ginn publications are on file. Mr. Linscott may usually be found at Jones' Book Store on Saturdays.

The School Trustees Association of San Luis Obispo County, W. S. Wight, county superintendent, was organized July 13th. The officers elected for the current year are: President, L. D. Beckwith; vice-president, M. F. Gates; secretary, Maggie Lewis; treasurer, Mrs. J. C. Tanner; those, together with J. W. Eddy, constitute the executive committee.

Apportionment of the federal funds allowed for vocational education have been made by the State Board of Education. Various sums amounting in all to more than $25,000, have been divided among the normay schools of Chico, Santa Barbara, San Jose, Fresno and San Diego, the University of California and several of the counties where work along the line of vocational training was done.

The Fresno High School has arranged an interesting course under direction of Roland Schmidt on vocational agriculture.

Superintendent W. L. Stephens of Long Beach, Cal., has taken the initiative in war service in his schools. These activities include Junior Red Cross work, purchase of stamps by pupils and teachers, purchase of Liberty Bonds. The aggregate contributed by pupils and teachers is $303,346.56. There are also school and home gardens and many miscellaneous activities. The patriotic endeavor of the Long Beach schools is a record to be proud of.

Miss Caroline Swope of Riverside is making a remarkable success in teaching primary reading. She has presented her subjects in twenty-six counties of the state, and as the University Summer School had a class of sixty teachers. She wins on merit. There is no attempt to revolutionize systems, but to teach reading in a natural and effective way. Miss Swope has won her way to success by merit, and her influence for good is as wide as the State itself.

Superintendent H. M. Rebok presented the case of the elementary teachers to the Santa Monica Board of Education for an increase in salary, and the board gave an increase of $100 per year to each of the forty-six elementary and intermediate teachers. Superintendent Rebok, in addressing the board, said: "I have put aside for the present any consideration of comparative justice between elementary and high school teachers who also feel the increased cost of living, for the reason that the present higher salaries of high school teachers do, in fact, remove them a little farther from the line where salaries fail to meet expenses for the necessities of life, but for elementary teachers the margin between salary and necessity is so small that it threatens to degrade the profession and menace the welfare of the public schools."

The Hotel Turpin, San Francisco, No. 17 Powell street, is now conducted by M. A. Samuels. It is centrally located, near all the principal theatres, shopping places, and the bright lights. The editor of this Journal does not hesitate to recommend it to all the readers. The rates are $1.00 and $1.50 per day. It is the best place for the price in San Francisco.

E. L. Cole, a graduate of the University of Michigan, and of the Michigan State Normal School, and former principal of the Union High School of Los Angeles, has been elected the head of the department of mathematics of the Chico State Normal School. He is a specialist in rural and elementary schools.

U. S. Commissioner P. P. Claxton has asked that all rules and regulations prohibiting married women from teaching be suspended or repealed.

G. & C. Merriam Company, Springfield, Mass., for over seventy years publishers of genuine Webster dictionaries, will send you free a booklet entitled "What Fun to Play Merriam Dictionary Games." Write for copy. Mention Western Journal of Education.

The Gates Hotel, Los Angeles, Sixth and Figueroa, conducted by Lee Holladay, is a convenient and delightful place to stop. New, well furnished rooms, clean, comfortable and reasonable in price. Readers of this Journal will find the Gates Hotel a desirable place and will thank us for recommending the hotel.

Chas. E. Leach, superintendent of Orange City, has been elected city superintendent of the Bakersfield schools. He will receive a salary of $3,500 per year.

W. A. Tenny, principal of the vocational high school, Oakland, is arranging to complete plans to do the work required for federal aid.

Henry Suzzalo, a few years ago a teacher in a rural school in Santa Clara county, Cal., now the president of the University of Washington, with an army of 5000 students, has been appointed by President Wilson as one of ten disinterested men to act as umpire in war labor controversies. Thus it is that the clear judgment of the school men enter into national affairs, and we are sure that Henry Suzzalo will admit that much of his education was secured in the country school in Santa Clara Valley.

Six teachers of the twenty-one of the San Diego High School who were dismissed have been reinstated. Dr. H. N. Goff has resigned from the board of education.

Miss Hannah Cundiff of Oshkosh, Wis., has been elected supervisor of music in the Long Beach school, W. L. Stephens superintendent.

Mrs. L. D. Lawhead, vice-president of the Woodland High School, has resigned after many years of splendid service. Mrs. Lawhead's work was well known by the leading educators of the state.

Edwin J. Berringer has been selected as principal of the Sacramento High School to succeed H. O. Williams.

Superintendent Horace M. Rebok of Santa Monica, who delivered the opening address at the summer session of the U. C. of Southern California, was eloquent and convincing in his plea for a more democratic school system. Superintendent Rebok devoted much time and thought in securing the consent of the University authorities to hold a session in Southern California, and his selection as the speaker to open the session was a happy one.

The twelfth annual summer session of the California School of Arts and Crafts terminated a satisfactory period of work with a first-class exhibit, held at the school from July 30 to August 2. A feature of the work which has been well commended was the war posters. These were made in the classes in graphic art, where this type of illustration was emphasized according to the present need. The weaving and pottery also attracted much attention. The regular fall term of the school opened on Monday, August 5. Teachers about the bay are showing much interest in the Saturday courses, which offer them a splendid opportunity for professional advancement.

H. W. Fairbanks, author of "The Geography of California," had large classes in the summer session of the University of Southern California. His new methods are of special value, and teachers everywhere are urging him to publish the same in book form.

Harriet G. Eddy has taken a year's leave of absence from the State Library work, and is under appointment by the U. S. Department of Agriculture to direct farm women's work in various counties of California.

Miss Webb, superintendent of Sacramento county's annual report, shows a progressive educational spirit. She states that much of the increase in attendance was due to the fact that the trustees of the various schools afforded excellent transportation to the pupils. Many busses were used in carrying pupils who lived a long way from schools to and from the institutions they attended, she said.

It is believed by school officials that through the study and recitation system, with attention given to physical education, which the county superintendent's office has greatly improved, that the school work of Sacramento county is equal in efficiency to any in the country. It is believed that the policy of the county superintendent in shifting to the schools much of the responsibility which heretofore has been left to the home has gone a long way in making this school system a model for other counties of the State.

During the past year several unique departments have been added to the country schools. The establishment of boys' and girls' farm clubs, for instance, has gained much favor. When the schools closed this year there were 300 pupils enrolled in these clubs.

* * *

P. Blakiston's Sons & Co., publishers of Philadelphia, have arranged to issue new editions of their Red Cross books for use in the schools. These books will have special arrangements with the American Red Cross. Send to Harr Wagner Publishing Co., 237 Geary street, San Francisco, for books of examination.

* * *

BARKER'S TRIGONOMETRY

E. H. Barker, a San Francisco boy, a graduate of the Lowell High School, a successful teacher of trigonometry in the Los Angeles Polytechnic High School and now with Allyn & Bacon, textbook publishers, has written a book on trigonometry. It is published by Blakiston's Son & Co., Harr Wagner Publishing Company, California representatives.

"It is a good book, admirably printed and with excellent tables."

"It is a live text, and a most teachable book."

"Trigonometry is presented in such a way as to enliven an interest in the subject, and the tables are so arranged as to give the user a maximum of efficiency with a minimum of effort."

"Truly the author is to be congratulated on the arrangement of his tables. He has Hooverized effort on the part of the computer, and has therein performed a signal service in mathematics teaching."

"The collection of formulas at the end of the work is good."

"It is especially strong in its practical applications."

"The frills are omitted and the real essentials are presented in most attractive style."

"It is a book which will be especially valuable to those preparing for military or naval service, as it contains the really essential things of trigonometry presented in a manner intelligible to the average student."

"The subject is so clearly developed that a teacher seems hardly necessary."

"The book is the concrete embodiment of ideas gathered in an experience of over twenty-five years in teaching the subject. It is sound in pedagogy, alive with interest, and pre-eminently practical."

"Mr. Barker's trigonometry classes at the Polytechnic High School have been for years one of the outstanding features of the Los Angeles School system, and have been more visited probably than any other classes in the city. He has succeeded admirably, as far as is possible in book form, in putting into his textbook the same definite, forceful, practical and incisive methods that characterized his class-room work."

New Books for Library and Supplemental Use

	List Price
Children's First Book of Poetry—Baker	$ .40
Children's Second Book of Poetry—Baker	.40
Children's Third Book of Poetry—Baker	.40
Pantomime Primer—White	.24
Peter and Polly in Spring—Lucia	.36
Peter and Polly in Summer—Lucia	.35
Peter and Polly in Autumn—Lucia	.48
Peter and Polly in Winter—Lucia	.35
Little Dramas for Primary Grades—Skinner & Lawrence	.35
Story Plays, Old and New, Book One—Varney	.32
Story Plays, Old and New, Book Three—Varney	.32
Story Plays, Old and New, Book Three—Varney	.32
Dramatic Stories for Reading and Acting—Skinner	.35
Merry Tales—Skinner	.48
Animal Folk Tales—Stanley	.52
Tales and Plays of Robin Hood—Skinner	.56
Indian Hero Tales—Wilson	.60
Stories the Iroquois Tell Their Children—Powers	.64
Silesian Folk Tales—Lee & Carey	.40
Tales and Verse (Webster and Coe—Scott	.60
Fifty Famous Rides and Riders—Baldwin	.64
Treasure Island—Stevenson	.20
America First—McBrien	.64
The Standard Bearer—Whitehead	.52
Adventures of a Country Boy (Johnson)—Abbott	.52
Tom Brown's School Days—Hughes	.40

	List Price
Parmly First Reader	$ .30
Parmly Second Reader	.35
Parmly Third Reader	.35
Story Hour Primer	.30
Story Hour Primer, Book One	.30
Story Hour Reader, Book Two	.35
Story Hour Reader, Book Three	.40
Founders of our Country—Coe	.50
Makers of the Nation—Coe	.56
School History of the United States—Hart	1.20
Good Citizenship—Richman & Wallach	.45
White Patch—Patri	.40
Mighty Animals—Mix	.40
Story of the Forest—Dorrance	.56
Great Inventors and Their Inventions—Bachman	.80
Fishing and Hunting—Dutton	.30
In Field and Pasture—Dutton	.35
Trading and Exploring—Dutton	.40
Around the World with the Children—Carpenter	.60
Francisco, the Filipino—Little	.40
Essentials of Geography, Book I—Brigham & McFarlane	.72
Essentials of Geography, Book II—Brigham & McFarlane	1.24
Everyday English Comosition—Bolenius	.80
Community Arithmetic—Hunt	.60
Rural Arithmetic—Thomas	.68
Household Science and Arts—Morris	.60

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PACIFIC HISTORY FOR SCHOOLS

(Edwin F. O'Day in Town Talk, June 29, 1918)

The scant attention paid to the history of California in the schools of the State is rousing some of our educators to action. It has been a very common complaint that California school children acquire a great deal of information about the beginnings of New England and the Atlantic States, but almost none about the settlement of the Pacific Coast, and in particular of California. It would not be a just complaint if the early history of California happened to be unimportant, insignificant and lacking in interest. But the fact is that our beginnings were charged with the greatest importance to the Union; the settlement of California, the American occupation and what followed had deep significance in American general history; besides, this has always been a land of color and romance, and of these history as written and taught in other sections is by no means neglected. So why not teach our school children this entrancing story? Distinguished students of our State history like Judge John F. Davis and Charles B. Turrill have been emphasizing this contention for a long time. Their good work has borne fruit, and will continue to bear fruit. One of the happy signs of our awakened interest in our own past is the publication of "Pacific History Stories," which has just come from the San Francisco press of Harr Wagner Publishing Company. The stories are "arranged and retold for use in the public schools" by Harr Wagner, assisted by Alice Rose Power, principal of our Washington Irving school.

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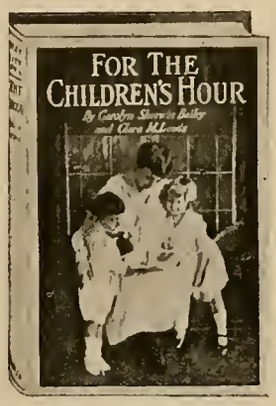
WORTH WHILE STORIES FOR EVERY DAY—By Lawton B. Evans

One of the largest volumes of this kind ever published. It contains 185 complete stories of miscellaneous character, choice selections from mythology, nursery rhymes retold in prose, Mother Goose tales, natural history stories, stories of birds and animals, biographical sketches of the great in history and stories of realism, each chosen for its ethical value. A unique feature is the moral or purpose of each story printed beneath its title so that the mother may conveniently select a story adapted to illustrate any point or trait of character which she wishes to impress upon her listeners. Cloth, 424 pages. Price $1.50.



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A collection of nearly fifty adapted folk tales taken from the folk lore of the Norwegians, the Celts, the English, the American Indians, the southern Negroes, and from New England.

The stories have been selected with a view to their accumulative, rhymed character, as appealing to the child's interest in jingle and ditty. The book is illustrated with full-page pictures. Cloth, 192 pages. Price $1.00.

FOR THE CHILDREN'S HOUR—By Carolyn S. Bailey and Clara M. Lewis

A remarkable book which should be in the library of every mother, and all others who tell stories to small children. In one volume it covers the entire field of childhood literature, containing stories on every conceivable subject and for all occasions—five distinct departments, seventeen title divisions, 135 stories—compiled from various sources, myths, fables, folk tale, and latter day children's books. Cloth, illustrated, 336 pages. Price $1.50.

MOTHER STORIES—By Maud Lindsay

These stories are models of simplicity and purity in purpose and expression. They are written with a knowledge of the likes and ways of children in the frequent repetition of verse and phrase; and the moral lesson does not stand out too pointedly. The book is illustrated with seventeen full-page pictures and is daintily bound in blue and gold. Not only kindergartners but mothers and first year primary teachers will find this volume stimulating and helpful in its suggestions for ingenious ethical story-telling. Cloth and gold, illustrated. Price $1.00.

MORE MOTHER STORIES—By Maud Lindsay

This second volume by Miss Lindsay is fully up to the standard of her earlier work, and has met with equal favor. Cloth, illustrated. Price $1.00.

STORIES CHILDREN NEED—By Carolyn Sherwin Bailey

This book contains over fifty best stories for children, each adapted for the immediate use, without change, of the story teller. It is a graded collection, offering to children and parents a course in stories that will result in mental and moral training. Cloth, 364 pages. Price $1.50.

ALL ABOUT JOHNNIE JONES—By Carolyn Verhoeff

These delightful little stories relate common experiences in a child's life. They are the adventures of a real, live boy, and appeal naturally to the small listeners. Cloth, illustrated. Price $1.00.

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Each story chosen embodies the elements of dramatic interest and ethical value so requisite to the effectiveness of childhood literature and the recognized high literary standard of all Miss Bailey's work is consistently maintained. Price, per copy, 60 cents.

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A SELECTED LIST OF BOOKS FOR SCHOOLS AND LIBRARIES

Prepared by

S. P. ROBBINS, ex-President of Northern California Teachers' Association, member of Board of Education of Butte county;
ANNA T. HALEY, Principal of Homestead School, San Mateo;
MRS. MARY GARSIDE, Principal Walnut Creek School, Contra Costa county;
MRS. M. M. FITZGERALD, Principal of John Swett Grammar School, San Francisco;
MARGARET BURKE, Hancock School, San Francisco, President of California Federation of School Women's Clubs; and
RICHARD LEW DAWSON, author and specialist in Library Books.

The following list of books includes many new books of value. It is not a complete list. It aims, however, to be helpful to teachers and librarians, who have neither the time nor opportunity to go through the complex catalogs of publishers. County and city Librarians, who supply the pupils of the public schools, will we trust find the list helpful in many ways. The committee refused to list many books that are not copyright books, written to order and padded for purposes of sale merely. The dealer buys at a big discount and sells to the unsuspecting librarian without regard to real school values. There is much money wasted by librarians buying books that are not of value to the schools. Why pay $1.50 for a book when the same value can be had for $1?

The regular publishers of school and library books give the best values for the money. Jobbers are more interested in big discounts than in educational values. Prices are not guaranteed, as war conditions make them subject to change without notice. It is suggested that "Library Day" be established in each community at least once a year. That the use and care of books be emphasized, and that carefully selected reading be carried on in a systematic manner in connection with the new activities brought about by war conditions. Our readers will find that publishers listed here are willing to render you service in securing good books for the schools. If you need further information, write them. The following houses are represented in the list:

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Ginn & Co., 20 Second St., S. F.
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Paul Elder & Co., 239 Grant Ave., S. F.
D. Appleton & Co., New York.
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FIRST AND SECOND GRADES

The Pantomime Primer. Emma Gertrude White. American Book Co. An arrangement of songs, rhymes and stories for action rather than speech, using the natural aptitude of children for pose and gesture. 128 pages, fully illustrated with silhouttes. Price, 24 cents.

Story Hour Readers—Primer. Ida Coe, Pd. M., and Alice J. Christie. Am. Book Co. Mother Goose and animal stories and nursery rhymes for small children. 122 pages, illustrated in colors. Price, 30 cents.

Parmly Method—First Reader. Maude Parmly. American Book Co. Old stories and poems graded for beginners, in the simplest words. 132 pages, illustrated in black and colors. Price, 30 cents; Second Reader, 35 cents; Third Reader, 35 cents.

The Story Readers—Primer. May Langdon White. World Book Co. Simple sentences, stories and letter forms for children. 132 pages, illustrated in black and colors. Price, 36 cents.

The Story Readers—First Year. May L. White and Parker H. Filmore. World Book Co. Dot and Don are the children of the Primer and this more extended book, of fairy-tale, folk-lore and adventure in story and verse. 143 pages. Illustrated in black and colors. Price, 40 cents.

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TEHAMA COUNTY CHARTER AND SCHOOL SUPERINTENDENT

Having been one of the committee of freeholders to frame the charter under which Tehama county is now operating and under which the next county superintendent of schools is to be chosen, the writer may be pardoned for presenting to the school world of the state some of the provisions of that charter as affecting the schools.

In the draft first presented by the writer, radical changes were proposed for the schools. It was proposed that a central body of county commissioners be selected, numbering from five to fifteen, and that this body exercise oversight of all schools of the county outside cities having their own systems. All supplies were to be bought by this commission, all teachers to be chosen and placed by the same body, no school was to be organized without the consent of the same, the superintendent was to be elected by this same commission and to hold office at the pleasure of the same, deputy superintendents or supervisors were to form the county board of education, local trustees were to be reduced to one for each district and he to be practically a caretaker of the property for the commission.

This did not meet the approval of the charter committee. Then it was proposed by the writer that a civil service commission of five be provided to appoint all county officers calling for professional preparation, as district attorney, surveyor and superintendent. This board also to appoint from a selective list all clerks for the various county offices, and all officers so selected by this commission to serve under regular civil service rules.

This did not meet the approval of the charter committee, which was not ready to go as far as the writer. The latter contended that there was no more good reason for the election of superintendent by popular vote than there would be for such an election for principal of a high or graded school. Time and again this position was assailed in the committee, but it was finally decided to leave the office to the appointing body. The question then arose as to who should constitute that board. We held for a general county committee somewhat as Butte county later provided for. Finally someone suggested that the boards of trustees make the selection. This met the approval of those who did not favor a more progressive move. It was then decided that such a body would be unwieldly, so the clerks of the several districts were made an appointing board. It was then pointed out that this has a vulnerable spot, in that many of the clerks as well as other trustees were appointed by the county superintendent, who could now play politics with the office and so perpetuate himself in the office. It was held, however, that the result would be that the people, who too frequently neglect trustee elections, would now see to it that there was always an election in their respective districts. So, as a final result, this plan was adopted as offering better conditions than the old one. The several clerks meet early in November and select the superintendent. The selection is open to any one, and not limited to those who seek the office, as is a popular election. The superintendent must have certain educational qualifications, such as being a teacher of at least five years' experience, two of which must be in this state. The superintendent need not be a resident of Tehama county when chosen, but must become such when elected. This allows the appointing board to seek afar, if deemed best, for a man or woman to fill the position. The salary is left at the old figure, $1,800, which was not favored by the writer, he standing for at least $2,500 with $1,200 for office assistants. The latter amount under the charter is only $500. There is no question in our mind but that the salary should be large enough to induce men and women of ability from outside the county to come in and seek the position. With the salary as now, it will most likely continue to be filled by local teachers.

The outcome of the plan will be watched with interest. Naturally the incumbent will not appoint any clerk who is antagonistic to him whenever a vacancy occurs. On the other hand, it does not follow that because a clerk is appointed by the county superintendent that such clerk will vote for the appointing officer at the time of selection. Then if there should arise too pronounced opposition to any incumbent, it follows that open-minded clerks will consider the general welfare of the schools rather than vote to register some private obligation.

While the plan seems weak, until it has been fairly tried and proven a failure it should not be too severely condemned.

A charter provision limits the rate of taxation, for county purposes, but the writer claimed at the time that school taxes are not county taxes, but state, and could not be included in this limit, and later opinions of the state attorney general confirms this position, as do several court decisions of other states. The result was, last year, the first under the charter, that while the regular county rate was lower than for some years, the school rate was made higher than ever before, giving the schools greater revenue. When the old regime prevailed, the powers always left the school tax to fill up the gap between all other taxes and the limit that had been first set. Now that school tax is considered outside the regular county rate, the supervisors do not feel responsible for any school rate, the responsibility devolving upon the school authorities.

* * *

DR. ALVA W. STAMPER

Dr. Stamper is no more on earth. He died Saturday, August 3, in a Monrovia hospital after a brief illness, and was buried at Chico on the ninth. Dr. Stamper had been ailing for some months, but it was not considered serious, so death came almost unheralded. But a few days prior to death he had written one of the normal teachers regarding plans for the opening term of school, and said he would be at his post. For twenty years Dr. Stamper had been at the head of the department of mathematics in the Chico Normal, and during that time became well known as an instructor of more than usual ability and as an authority on mathematics, with a reputation reaching beyond the state bounds.

Dr. Stamper was born in San Joaquin county, was educated in the State University and at Columbia, with post-graduate work in Germany. Before taking his position at Chico he taught for a time in the Stockton High School. He was still a young man, being barely forty-five, and leaves a widow and two daughters.

The departed instructor had a large circle of friends, for while he had a quiet and unostentatious manner, he made friends readily. In his younger days he was a crack athlete and held state and national records in tennis. He was a citizen who took active part in all that pertained to the best of his community, and was active in church affairs, being an elder in the Presbyterian church of Chico, and a prominent Sunday-school worker.

In his death the new president of the Normal loses one who would have done much to help in his work; the Normal loses a splendid teacher and a staunch friend; the graduates lose one who never lost interest in their welfare, and the state and school world loses one of the leaders in California school affairs. His wife and daughters have the sympathy of educators all over the state. We can ill spare men like Dr. Stamper.

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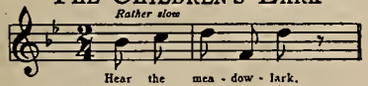

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Vol. XXIV SAN FRANCISCO, SEPTEMBER, 1918 No. 9

MEETINGS

Bay Section the California Teachers' Association; Wm. J. Cooper, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, F. H. Boren, Lindsay, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the Califnroia Teachers' Association; E. E. Brownell, Gilroy, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, Mrs. Agnes Ray, George W. Stone.

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Editorial

THE OPPORTUNITY OF THE HIGH SCHOOL LIBRARIAN.*

By Marion L. Horton,
Instructor, Library School of the Los Angeles Public Library

I have been asked to speak of the personal relation between the librarian and her high school public, and my text is taken from Ernest Poole's novel, His Family. Isadore Freedom is in charge of a branch of the New York Public Library in the ghetto. He came from Russian Poland, where he began to learn English. The first word he learned was "freedom", and in New York he changed his name to that very solemnly by due process of law, although to change his name cost seven dollars, and he had only nine in the world. At that time he was working in a sweatshop and went to night school five nights in a week, reading after school closed until one or two in the morning. When he had learned a little English he began to work in the library. Here he made enough for his needs, so he put money out of his thoughts and lived for education in freedom.

He described his library to the visitor. "I want you not to see this library alone. While you look you must close for me your eyes and see other libraries, many, many, all over the world. You must see them in big cities and in very little towns tonight. You must see people, millions there, hungry, hungry people. Now I shall show you their food and their drink." On the shelves he pointed out fiction, poetry, history, books of all the sciences. "They read all, all!" cried Isadore. "Look at this Darwin on my desk. In a year so many have read this book that it is a case for a board of health. And look at this shelf of economics. I place it next to astronomy. And I say to these people, 'Yes, read about jobs and your hours and your wages. Yes, you must strike, you must have better lives—but you must also read about the stars, and about the big spaces, silent, not one single little sound for many, many million years. To be free you must grow as big as that—inside of your head, inside of your soul. It is not enough to be free of a czar, or a kaiser, or or a sweatshop boss. What will you do when they are gone? My fine people, how will you run the world? You are deaf and blind, you must be free to open your own ears and eyes. To look into the books and see what is there—great thoughts and feelings, great ideas! and when you have seen, then you must think—you must think it out every time! That is freedom!' . . . You see there hungry people—more hungry than men have ever been. And you see those books upon the shelves, and you know when they come together at last, when that power to think as clear as the sun comes into the souls of those people so hungry, then we shall have a new god for the world. For there is no end to what they shall do."

In the high school library we follow Isadore literally and figuratively. We shelve the 330's under the 531's and make other combinations quite as unorthodox, but it is when we follow him in spirit that we get the most tangible results.

In the high school we have some students with Isadore's passion for print, and we know there are others who can hardly comprehend it. I myself read a telephone directory or a timetable greedily if there is no book at hand. But there are dozens of people who find tennis or embroidery or the movies a perfectly satisfactory substitute for reading, or even a more interesting occupation. And it is the most delightful game in the world to meet these boys and girls in the library and learn what it is they really like to do best and relate the dominant interest to books.

When we say high school library we have visions of a beautiful room made more beautiful by flowers and pictures and orderly rows of books, a quiet haven where discipline is unknown and even the baseball captain browses. We think of the cosmopolitan character of the student body, part of the students with D. A. R. ancestry and all the refinement and literary taste that may go with it, and another part much more picturesque—the Japanese and the Filipinos, and the Portuguese, Scandinavians like Esther, whose mother lived near Hamlet's castle at Elsinore; Greeks like Daphelo from the isles of the Aegean; Italians like Elodia, who went swimming in the Adriatic on the Venetian holidays; Russian Jews like Sonia, born inside the Pale; some omniverous readers asking for a suggestion of a book to read, and others honestly admitting, like Joseph, "You know, Miss Horton, I ain't got what you might call an awful thirst for readin'." We can meet Joseph frankly by suggesting books as a mere amusement. Everyone sees Tom Sawyer or David Copperfield in the movies. "Do you know, Joseph, that that story came out of a book? You might read it just as it was written, and you might find another story you would like just as well."

There are certain obvious points of contact between the high school librarian and the public. At the beginning of the year

*Read at the California Library Association meeting, Del Monte, June 19, 1918.

PRESIDENT WILSON FOR WAR-TIME SCHOOLS

President Wilson urges generous support for schools of all grades during war time. In a letter to Secretary Lane approving the Bureau of Education's plan for an educational campaign this summer and fall he says:

> I am pleased to know that despite the unusual burdens imposed upon our people by the war they have maintained their schools and other agencies of education so nearly at their normal efficiency. That this should be continued throughout the war and that, in so far as the draft law will permit, there should be no falling off in attendance in elementary schools, high schools or colleges is a matter of the very greatest importance, affecting both our strength in war and our national welfare and efficiency when the war is over. So long as the war continues there will be constant need of very large numbers of men and women of the higheest and most thorough training for war service in many lines. After the war there will be urgent need not only for trained leadership in all lines of industrial, commercial, social and civic life, but for a very high average of intelligence and preparation on the part of all people. I would therefore urge that the people continue to give generous support to their schools of all grades and that the schools adjust themselves as wisely as possible to the new conditions to the end that no boy or girl shall have less opportunity for education because of the war and that the Nation may be strengthened as it can only be through the right education of all its people. I approve most heartily your plans for making through the Bureau of Education a comprehensive campaign for the support of the schools and for the maintenance of attendance upon them, and trust that you may have the cooperation in this work of the American Council of Education."

we like to have the freshman reception in the library. The chairs and tables are taken out and refreshments brought in. The upper classmen devise games, perhaps with a literary flavor, to entertain the new students; everyone dances to music from the victrola. From that day the freshman feels at home in one part of the big school, and the librarian has begun to know the boys and girls.

Most schools now require the reading ot a certain number of books each semester in addition to the texts studied in the English classes. The lists and methods vary in different schools, but one plan that has proved successful is to have fifty books listed for each semester, ten stories, ten books of adventure or travel, ten plays and poems, ten books of biography, ten of vocational interest. The teacher requires the class to read a book from any group, or perhaps from each group during the semester, and to give some kind of a report to the class, as much to stimulate the others to read it as to prove that he has actually understood what he has read.

To avoid the mad rush for the volume of synopsis in Warner's Library of the world's best literature just before book review day, we introduce variety and spontaneity into the reports. Sometimes they are written on criticism slips like those used in the Los Angeles Library, and after being read in class they are filed in a catalog tray in the library next to the dictionary catalog, where everyone can read them. This gives the whole school an opportunity to see what their fellow students read and enjoy.

Dramatized book reviews are great fun. I remember six freshmen who reviewed the Comedy of Errors. They had no particular qualifications for this play; no one was at all like anyone else, except that the two Dromios had defects of speech—one was long and lanky and lisped and the other was a roly-poly little fellow who stammered. But they were dressed alike in green chitons that had survived the last senior play and made the library a real Ephesus each night after school for two weeks before book review day.

When the student has read a book on the required list, he finds pasted in the back a sequence of authors and titles, with the heading, "If you have enjoyed this book, you will like to read some of these." We have never been able to make enough of these ladders for older boys and girls, or even to make lists that would satisfy everyone. This is a sample to be put in Singmaster's Emmeline:

Fox, Little Shepherd of Kingdom Come.
Churchill, Crisis.
Andrews, Perfect Tribute.
Johnston, Long Roll.
Washington, Up From Slavery.

The theory of these sequences has been discussed admirably by Miss Burnite in an article in Public Libraries. The Cleveland lists Books of adventure and Tales of valor and romance, and the latest vacation lists of the Los Angeles Public Library show what can be done with children's books, and some day we shall have many such lists for high school students.

Another interesting device was carried out to perfection in the Branch Library News of the New York Public Library for January, 1918, when Mr. Pearson gave entrancing quotations from books everyone should know without mentioning author or title, but stimulating the reader to find it for himself. We do this in the librarians' weekly column in the school paper. Of course, we do something different each time. Sometimes the column is headed, "Have you ever read?" and introduce a thrilling extract with these words, "Here is a fascinating story by one of America's greatest novelists. Can't you feel the wind in the old corridor? Someone has left the door open into the corridor. 'You must hold your breath, to satisfy yourself whether he breathes at all. It is quite inaudible. You hear the ticking of his watch; his breath you do not hear, and yet the judge cannot be asleep. His eyes are open! Fainter and fainter grows the light. It is as if another handful of darkness had been scattered through the air. Now it is no longer gray but sable. The features are all gone; there is only the paleness of them left. And how looks it now? There is no window! There is no face!'

"If you want to know why the judge did not move, read the rest of the story. It is waiting for you at the library."

Sometimes we print part of a theme that one of the students has written about books or reading, or notes on the new Books, or the librarian is interviewed by a reporter. "What is the effect of the war on reading?" or "Do children believe in fairies nowadays?" It is really better to be interviewed than to provide the columns written for the paper. It makes the reporter think and quote accurately, and makes the librarian say the most clever things. It is strange how much more brilliant one's remarks are when they are written up!

In all this we are using the same methods that are recommended in suggestive salesmanship. You have read in Publishers' Weekly the prize essays in which clerks in book stores tell how they sold twelve books instead of one to a purchaser simply by following the trend of his tastes and suggesting books to him that he was eager to know. In our first talk to the students on the use of the library we say, "The more things you like to do, the richer you are, and if you know what to read it will make everything you do more interesting." I think it was Paul Elmer More who paused in his university teaching and writing for the Nation to teach in a high school. Afterward he described his experiences, and especially his astonishment at the wide range of interests of the average human boy and the multitude of facts he concealed from the casual eye. So just as Isadore Freedom gave his readers books on strikes and also books on stars, we try to see that while the students have everything they need in their daily work, they see other books and dip into them at least.

Each night after school, when the rush of charging three or four hundred books is over, groups of boys and girls stop to talk about what they are really interested in. Sometimes it is connected with lessons, as when the freshmen rehearse their Comedy of Errors, sometimes it is the meeting of one of the clubs, the science seminar, or the art club, or the storytellers. Perhaps half a dozen enthusiasts are pasting pockets and making book cards for the new books and talking about them as they work. Perhaps a debate is in preparation, or the discussion around the charging desk becomes an informal debate on the potential power of the fourth dimension or the sources of Irish folk lore.

All the departments of the school might be described to show how the library does more than provide the 330's, how it goes the second mile, so to speak, in giving the students books about the stars. I want to describe two typical aspects.

For the history classes we have as a matter of course books and periodicals, pamphlets and government documents, stereographs, pictures, lantern slides, to supplement the textbook. We try to make the history of each country really live for the student. The material is in most libraries, or can be acquired (often "free or at small cost") and the point is to let the teacher and student know about it at the one moment when it will be available. The costume of Arnold von Winkelried when he flung himself on the spears of the enemy is of vital importance at one moment and the reason why string beans are the lean meat of the vegetable kingdom at another. In each case the school knows that the library holds the answer, knows too that the librarian enjoys finding it.

We almost fancy that the library makes the laws of our miniature republic; certainly it creates public opinion in the week when Congress meets. These are the stirring days at the end of the semester when the high seniors become the Senate and the low seniors the House. We have only two parties, the Modernists and the Liberals, but their platforms have all the best planks of all the ages. The campaigns have their crucial moments when the Liberal orator in the Assembly Hall begins his speech to a crowded house and sees his audience silently slip away lured by the band and the torchlights of the Modernist procession outside. But after the election of the president, vice-president and speaker, more serious business begins.

Each senior must submit an original bill, and original they are. The form is easy enough to get in the library, but the substance and reasons for and against are matters of grave importance. When the law-maker knows that the opposition is ready to pounce on the slightest inconsistency he goes deeply into the single tax or compulsory military education before he frames his bill. And the whole school is shaken to its foundation when the Modernist cause is threatened and Speaker Gillies is compelled to resign because of the pressing claims of solid geometry.

Home economics gives another example of the library's influence. We have farmers' bulletins, of course, books on textiles and exhibits from manufacturers showing the process of making silks and ginghams, flour and cocoa. Then we began to collect recipes from the children of foreign parents—pilaffe, ravioli, enchiladas, Japanese rice cakes and a dozen others. These were collated by the cooking class, their carbohydrates and proteids measured with more than ordinary interest. But the real climax was not in the cooking, delectable as that was, but in the by-products of the interest the parents took in the plan, their reminiscences of days in the old countries and the greater respect the children gave their families. Best of all; one Greek woman, who could hardly speak English and had never seemed to care about the school work of her children, came to the school to talk to the librarian, because she was afraid that her daughter might not have given clear instructions for the making of pilaffe.

This is Americanism, perhaps, but it is something broader, too—the library is becoming the heart of the school and at the same time the heart of the community.

HIGH SCHOOL SERVICE WITHOUT A HIGH SCHOOL LIBRARIAN

For four years we have been building up a library for the Corcoran High School. Corcoran is not different from other towns scattered throughout the state. From the beginning it was filled with community spirit, the same spirit that enabled them to treble their qouta for the Third Liberty Loan, and although a town of only two thousand to pledge $1,000 a month for war activities.

But that is the spirit of California. The experience of the Corcoran High School could be duplicated by dozens of other high schools throughout the State. The upbuilding of the library, cataloging and classifying it according to accepted library methods, the filling of special requests—all this was easily done—but after all our labor and toil, what had we? A thousand dollar reference library, and supplementary books for the needs of the various departments that was open one period a week! Is this a sufficient return on the investment? If I were to begin at the beginning it would be with the vital thing—the teacher-librarian, or, better yet, the full time high school librarian. Books and equipment can come—whatever comes thereafter will be used to the uttermost. Whatever comes before will, after the first joy of pose session has worn off, be almost useless.

The Corcoran Union High School was the joy and pride of the community. Of course it was built to be a model of its kind. The laboratory, machine shops and domestic science departments were elaborately equipped. It was to be as nearly perfect as it was possible to have it. To that end no expense was spared. However, the architect built the usual long, narrow inside room for the library.

Wild rumors have reached me as to the actual equipping of the library. Some averred that it was the policy of the principal to go to a second-hand store and buy liberally, with the result that the library had some wonderful bargains, a few useful books, and was shunned by teacher and pupil alike. Although efforts were made to induce co-operation between the high school and the county library, the delights of the second-hand book store appealed too strongly to the principal to be relinquished for the upbuilding of a working library. The books were roughly catalogued and classified according to whatever experience or lack of experience the teachers had. You know the results. As to the teachers themselves, it was considered a waste of money, but they saw no remedy.

The history of the Corcoran High School can be summed up in the words, "This year we had a new principal." This was fortunate, for he felt that we could not add book purchasing to his other duties—not even second-hand books. He preferred that the county library service should extend to the high school as well as to the community. Through the efforts of Miss Silverthorn, the practicality of county library co-operation was proved. The only opposition developed from one member of the board. He was quite sure that it was "one of them suicidal policies of Governor Johnson, that was leading the state plum to destruction. In five years the people would recover their sanity, and then what would become ot the county library?" However, the rest of the board were proud of their county library as well as of their high school. By working together they believed both would be the stronger.

Our contract was based upon that used by the elementary schools—and this was a mistake. It directed that the superintendent of schools annually transfer the money to the county library. This cannot be done, because the high school appropriation is based on a budget covering all departments of school work, and the supervisors levy a tax to cover it. The money is not apportioned by the superintendent of schools. To my mind, the better way is for the high school librarian and the high school principal to decide upon the amount according to the plan submitted to the High School Principals' Convention, by the joint committee of High School Principals and County Librarians, to see that this amount is incorporated in the annual budget, and to have a fixed time when the money shall be paid to the county library, the high school board to issue a warrant for the amount called for in the budget.

We followed the list for a high school library as suggested in Fay & Eaton's "Use of Books and Libraries." This of course was supplemented by the requests of different departments.

At the Santa Cruz convention, Mrs. May Dexter Henshall suggested a plan for co-operation between the High School and the county library. At once we realized that here was a workable, intelligent plan. It allowed of the reference library and for supplementary service afterwards. It was so flexible that our preliminary six months of work fitted into it perfectly. This plan contemplates the equipping of a reference library from a list designed for purchase over a period of from one to three years. Equivalent material in the library to be substituted for books in the list. Or, if a high school was particularly strong in an especial subject, a large number of books might be purchased for that department and fewer for subjects not so heavily stressed. It provided for department needs in supplementary service for $3.00 for the first twenty-five teachers and pupils, and $2.00 for each pupil and teacher thereafter. Both high school and county library knew what the service should be—what each year's work should accomplish. We found most of the material requested by the teachers fitted in with the list for the reference library. And the second year of the work began with this plan as the basis of operation.

The second year also saw the completion of the reference library, for the high school appropriated $500.00 a year for library service. But the weak points were beginning to show.

At the beginning of the third year, we had a new principal. He reported conditions in the library as bad—we do not think he exaggerated. As nearly as we can determine, the children helped themselves to the books without the formality of having them charged, and the library seemed better adapted to a game of "pitch" than the pursuit of knowledge. To remedy conditions, the principal put it in charge of one teacher, who gave faithful service, but whose crowded schedule would only allow the library to be open one hour a week. We came down, instructed the new teachers in the use of the catalog, the care of magazines, magazine indexes, and reference books, leaving several "guides to the use of the library," which, however clear they may be to a librarian, have a decided lack of appeal to the teacher.

This year our book requests were comparatively light, the principal asking us to supply more magazines. Unfortunately, the teachers did not realize that the kind of books required by a high school library are not on the shelves of the average library, and that it takes two weeks to order a book, process and catalog it, and get it back to the school. Or, if a book cannot be secured on the Coast, it must be ordered from the East, in which case an even longer delay must occur. Mail service does not permit of the sending in of a request one day and the receiving of the book the next. With more planning ahead, better service could have been given to the teachers and the pupils.

Here is where we missed the high school librarian. She could have kept in touch with the course of study for the various departments. It would be her business to go to the teacher and find out what material she would need, and to suggest books or magazine references that would be most useful, and lay it aside for the use of that class. A principal is too busy to give his time to these details, no matter how great his interest in the library. A teacher with a hundred and one demands on her time can hardly ask each department what reference material they would study. Late in the spring we were overwhelmed, as were the rest of you, for expensive books on War Citizenship. Some of the purchases I seriously questioned, and, thanks to the reference department of the State Library, I found out what was likely to prove of value to the library, and to substitute material of more interest to the high school student. I conscientiously tried to buy the greater part of the books, but could not get them on this Coast, and realized that if I ordered in the East, school would close before they would arrive, and next fall would they want them? Again the State Library came to my rescue, and sent the books I could not purchase. At the end of the year the principal reported to me that he had ample material for the teaching of that course. It saved the school funds, for with the many changes of war, material soon loses its value.

At the end of the year I had a long helpful talk with the principal. It brought out this fact: A library can be built up, but it cannot serve the boy and girl of high school age without there is someone with library experience to reach out to that boy or girl. Only the exceptional child will dig things out of books on his own initiative. Co-operation must not be only between the principal and the county library, but between teachers, pupils, principal and librarian. The interest of the teacher centers in the various subjects taught, and in the administration of the high school. There must be someone to co-ordinate these activities—to see that the English teacher does not put in a list that will deprive the domestic science department of its share. To instruct the boy and girl in the easiest way to gain knowledge, the right use of books should be taught.

Our hope for the fourth year is that we may have a librarian, chuck full of the missionary spirit, who will make the library the center of the school—the research laboratory where all may turn and find in the world of books the door to new kingdoms.

KATHARINE POST FERRIS.

A Problem in Geography

THE WATER PROBLEM OF THE CITIES ABOUT THE BAY OF SAN FRANCISCO

By H. W. Fairbanks

How is it that the cities about San Francisco bay, though situated in a region that enjoys a much greater rainfall than does that about Los Angeles, frequently suffer because of a lack of water while the latter city has an abundance?

What is the situation of San Francisco Bay?

How does it happen that many cities are growing up about this bay?

1. The Bay is a convenient place for ships to load cargoes for foreign lands.
2. The bay is the natural outlet for products of the Great Valley and its inclosing mountains.
3. The bay is the natural outlet for many smaller valleys of the Coast Ranges.
4. The different arms of the bay offer convenient sites for great manufacturing plants.

What is the situation of Los Angeles with reference to San Francisco Bay?

What has made Los Angeles a great city?

1. Los Angeles lies in the midst of broad fertile valleys.
2. The climate of Los Angeles has attracted people from all parts of our country.
3. The position of the mountains about Los Angeles makes it a "crossroads" or meeting point of different lines of travel.

What are the things that determine the amount of rain that falls in different places?

1. Distance north or south of the equator.
2. Direction of the prevailing winds.
3. The presence of mountains cutting off ocean winds.
4. Elevation above the ocean.

In how far are the positions of the bay cities and of Los Angeles similar?

1. The prevailing winds of both regions blow from a westerly direction.
2. The cities of both regions lie near the ocean and have about the same elevation.
3. Both are open to the ocean winds.

In how far are the positions of the bay cities and of Los Angeles unlike?

1. The San Francisco Bay region lies much farther north.

Why does the fact that the San Francisco Bay region lies farther north cause it to have a greater rainfall?

1. The most of the rain storms enter California from the ocean and move easterly.
2. The storms increase in number and the rainfall becomes greater as we go from Southern California northward.

How does the greater length of the rainy season favor the people of the San Francisco Bay region?

1. The season in which no rain falls is shorter than it is farther south.
2. The time during which it is necessary to irrigate plants is shorter.
3. The difficulties in the way of obtaining water during the dry season should be less.

What has led to the great demand for water in the San Francisco Bay region?

1. The household needs of nearly one million people.
2. The many thousands of lawns and gardens.
3. The demands of hundreds of great manufacturing plants.

How does the demand for water in the Los Angeles region compare with that about San Francisco Bay?

1. In Los Angeles and the cities about it there are nearly a million people.
2. The dry summers being longer, more water is needed for lawns and gardens.
3. Many thousands of acres of orchard have to be irrigated while in San Francisco Bay region orchards do not require it.

Judging from the climate, in which region should we expect the most water would be required?

1. The lawns and gardens of Los Angeles require more water than those of the San Francisco Bay region.
2. The orchards of citrus fruits about Los Angeles cannot thrive without a great deal of water.

How is it, then, that although the rainfall is less in the Los Angeles region the people are supplied with an abundance of water?

1. Water for use in and about a great city depends upon many things besides the rainfall in the immediate vicinity.
   a. More rain falls upon lofty mountains than upon lowlands where cities are usually built.
   b. If the mountains are high enough the rain is turned to snow, which melts slowly and helps supply water through the dry season.
   c. Large basins in which rainwater collects to form rivers are important.
   d. Opportunities for building dams and creating great reservoirs are important.
2. Although the rainfall is slight at Los Angeles the situation of the city has many advantages.
   a. To the north are the lofty San Gabriel mountains with a heavy rain and snowfall.
   b. The water of the mountains collects in rivers, one of which flows through the city.
   c. Wells sunk in the valleys at the foot of the mountains afford large quantities of water.
   d. Reservoirs built in the mountains aid in furnishing water for irrigating orchards.

Were the supplies of water obtained near Los Angeles sufficient?

1. As Los Angeles grew to be a great city and the valleys about it became thickly settled the supplies began to fail.
2. To obtain needed water the city built an acqueduct 240 miles long through mountains and deserts to Owens river, fed by the snows of the high Sierra Nevada mountains.

Why is it more difficult for cities about San Francisco bay to obtain an adequate supply of good water in the surrounding region, in spite of its heavier rainfall, than it is for Los Angeles?

1. The Coast Range system does not consist of lofty ranges but of low ranges with parallel valleys between them.
2. Those portions of the Coast Ranges farthest from the ocean receive a light rainfall.
3. The streams in the valleys between the ranges do not unite in a large river, but each flows into San Francisco Bay or the ocean by itself.
4. Since the Coast Ranges in the neighborhood of San Francisco Bay do not rise more thas 4000 feet the moisture is mostly in form of rain.
5. The streams are very high during the rainy season and almost dry in summer.
6. The collecting of water of many little mountain streams for city use is an expensive matter.
7. It is difficult to build reservoirs in the soft earth of the valleys, and if they were built much valuable land would be flooded.

What peaks and ranges of the San Francisco Bay region are high enough so that we sometimes see snow upon them for a few days?

1. Mt. St. Helena, Mt. Diablo and Mt. Tamalpais.
2. Santa Cruz Mountains and the Mt. Hamilton Range.

Why is it that the streams in the Santa Rosa and Santa Clara Valleys are so small?

1. Russian river, which we would think ought to flow through Santa Rosa valley to San Francisco Bay, turns before reaching the valley and enters the ocean.
2. San Benito river, which probably once flowed through Santa Clara valley, turns and enters Monterey Bay.

What can we say of streams in other valleys which open to San Francisco Bay?

1. Sonoma and San Ramon Valleys have small streams at all seasons.
2. Napa river is a large stream in winter but almost dry in summer.
3. Niles creek drains Livermore Valley and north slope Mt. Hamilton range, furnishing water for reservoirs and wells.

Since the supplies of water needed by the people about San Francisco Bay are so limited, how is it that they get along at all?

1. The water system of San Francisco.
   a. San Francisco obtains its water from reservoirs known as the San Andreas Lakes.
   b. The reservoirs have been formed by building a dam across a narrow valley.
   c. The water is collected chiefly from rains that fall on the slopes leading to the reservoirs.
2. The water systems of Oakland, Alameda and Berkeley.
   a. The larger part of the water used in these cities is collected in artificial lakes such as Chabot.
   b. A part of the water is obtained from wells sunk in the gravels near the mouths of San Lorenzo and Niles creeks.
   c. A small part is obtained from tunels and springs in the hills.
3. The water supply of other cities and towns about the Bay.
   a. A part is obtained from springs in the surrounding hills and mountains.
   b. A little is obtained from wells.

What other possible sources of water are there in the Coast Ranges?

1. North of San Francisco Bay lies Clear Lake, but its waters are needed for irrigation in the Sacramento Valley.
2. It would be difficult and expensive to bring water from Eel River, and besides this river has a small flow in summer.
3. The Salinas River, far to the south, has a large basin, but so little rain falls

here in winter that much of the river is dry in summer.

What other possible sources of water are there for the cities of the bay region?

1. The rivers of the Klamath Mountains.
   a. Where are the Klamath Mountains and what is their character?
   b. The Klamath Mountains contain a number of rivers with an abundance of water.
   c. The region is thinly settled and little of the water is needed there.
   d. The expense of getting the water to San Francisco Bay would be very great.
2. The rivers of the Sierra Nevada Mountains.
   a. Where are the Sierras and what is their nature?
   b. Heavy snows fall in these mountains which last nearly all summer.
   c. There are many rivers and lakes.
   d. The expense of getting the water to San Francisco Bay would not be as great as that of building the Los Angeles acqueduct.
3. The rivers of the Volcanic Plateau.
   a. Where shall we look for the Volcanic Plateau?
   b. Why is it that many of these rivers start in great springs?
   c. Among these rivers are the Sacramento, McCloud and Pitt.
   d. The distance of this region from San Francisco Bay is somewhat greater than that of the Sierras.

What would be the objection to using the water of the Sacramento River?

1. The river water is not only dirty but unwholesome.
2. In order to make the water drinkable an expensive filtering plant would have to be built.

Where has the City of San Francisco gone for its future water supply?

1. San Francisco has obtained the right to the use of the flood waters of the Tuolumne River in the Sierra Nevada mountains.
2. A great dam is to be built, making a vast reservoir of the beautiful Hetch Hetchy Valley.

What are the advantages of the Sierra water for San Francisco?

1. The water being derived from melting snows will be of good quality.
2. The size of the reservoir assures an abundance.
3. The reservoir is high in the mountains and the fall of water as it flows to San Francisco will produce great electric power.

What are the possible disadvantages from the choice of the Sierra water?

1. The rainfall is light in the San Joaquin Valley through which the Tuolumne River flows.
2. There is a vast extent of fertile land that requires irrigation.
3. The people of the valley may some time need this water and attempt to stop San Francisco from using it.

Why might the people of the East Bay cities better go to the McCloud River for their future water supply than to the Sierras?

1. The water of the Sierra Nevada streams may all be needed for irrigation.
2. If there is enough for San Francisco there might not be enough for the great cities growing up on the eastern shore of San Francisco Bay.
3. Because of heavier rain and snow fall in Northern California there is not only more water but less need of it for irrigation.

What are the great advantages of the McCloud River as a source of water for the East Bay cities?

1. The McCloud river water coming underground from snows of St. Shasta is the purest of any in the state.
2. Since the river rises in great springs it flows nearly the same volume the year around.
3. It would not be necessary to build storage reservoirs as in the case of water taken from other rivers.
4. Although the distance is great, the building of an acqueduct would not be as expensive as the Los Angeles acqueduct.
5. Many cities lying along the route of the acqueduct could be supplied.

Should the people of California be sorry or glad that there is a long dry season during which irrigation has to be carried on and cities supplied with water?

1. People who live where there are summer rains sometimes lose their crops through drought.
2. Where irrigation is carried on the farmer can water his crops when they need it.
3. If it rained in summer our California climate would not be as attractive and healthful.
4. The overcoming of great difficulties in getting pure water for our cities aids us in solving other problems of life.

* * *

SCHOOL OF EDUCATION AT U. S. C.

Announcement of the newly organized School of Education is made in the September Bulletin of the University of Southern California.

This new departure was authorized in the June meeting of the University Trustees, when Professor Thomas B. Stowell, head of the department, was appointed Dean of the School of Education. The chief purpose is to provide enlarged opportunities for the training of teachers for the high-grade schools and junior colleges of California.

The organization of this school gives the University of Southern California the same status and recognition before the State with reference to the training of teachers as that enjoyed by the University of California and Stanford University.

* * *

The committee on reorganization of the State school system has made the following recommendation to the State Board of Education:

There shall be a State Board of Education of seven members appointed by the Governor for terms of seven years each. They shall retire from office in rotation.

The State Superintendent of Schools shall be appointed by the State Board of Education, and all State experts in education shall be appointed by the board upon recommendation of the superintendent.

Certification of all teachers shall be under control of the State board.

County boards of education shall consist of five members, elected at large in the counties outside the cities. Their terms shall be five years and they shall retire in rotation. The County Superintendent of Schools shall be appointed by the county board. The tenure of county superintendents shall be four years.

High School Text Books

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This list has been approved by the State Board of Education, as prescribed in the law of May 18, 1917

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By Eugene Henry Barker, head of the Department of Mathematics, Polytechnic High School, Los Angeles, Cal. 86 illustrations. 8vo. vii 172 pages.
Price, $1 postpaid.

Roray.—Industrial Arithmetic for Boys.
By Nelson L. Roray, Department of Mathematics, William L. Dickinson High School, Jersey City, N. J. 86 illustrations. 12mo. viii 154 pages.
Price, 75c postpaid.

Roray.—Industrial Arithmetic for Girls.
An Elementary Text in Home Economics. Illustrated 12mo. viii 196 pages.
Price, 75c postpaid.

Gager.—Fundamentals of Botany.
By C. Stuart Gager, Director Brooklyn Botanic Garden. 435 illustrations. xix 640 pages.
Flexible cloth, round corners, $1.50 postpaid.

Gager.—A Laboratory Guide for General Botany.
12mo. viii 191 pages. Prices, 70c; exchange, 50c; 90c postpaid.

Tower, Smith and Turton.—The Principles of Physics.
By Professors Willis E. Tower, Charles H. Smith and Charles M. Turton, Chicago. With 425 text illustrations, 7 plates. 12mo, xi 466 pages.
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Ahrens, Harley and Burns.—A Practical Physics Manual.
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Pacific History Stories. Retold by **Harr Wagner**, assisted by **Alice Rose Power**, Principal of the Washington Irving School. **Harr Wagner Publishing Company.** A book suitable for children from ten to fifteen years of age. Contents: Stories of Balboa, Magellan, Cabrillo, Drake, Portola, The Missions, The Discovery of the Rocky Mountains, The Bear Flag Republic, The Discovery of Gold, The Donner Party, Fremont, How California Came Into the Union, The Last Indian Battle, Old California, The Fire of 1906, The Panama Canal, Historic Landmarks. Price, $1.00.

Indian Stories of the Southwest. By **Elizabeth Judson Roberts. Harr Wagner Publishing Co.** Legends and tales learned from the Indians of the Southwest. Illustrated, 260 pages. $1.25.

A RECORD MAKING ADDRESS.

E. B. De Groot, director of Physical Education in San Francisco and now serving as Director of Athletics for the American Armies in France, Italy and England, was given a dinner at St. Francis Hotel, on September 13, under direction of the Board of Education and Teachers' Association of San Francisco. After the dinner Mr. De Groot delivered an address which visualized the conditions "over there." It rang true; it was something different from the ordinary war address in that it gave a vivid description, not only of the fighting, but of the splendid service of the Y. M. C. A. and other organizations in maintaining the morale of the Army.

Extracts from Mr. De Groot's Talk.

General Pershing has handed to the Y. M. C. A. the whole problem of promoting recreational athletics among the soldiers in France. The same is true with reference to England and Italy, and I have had the honor of being head of that work in France and also the work in England and Italy.

The first three months of my work in France was that of going about the country getting in touch with the officers, preparing material to send around to the camps, establishing lines of communication between the various camps, and supplying various centers with athletic goods. After accomplishing this work, I came into headquarters as Headquarters Chief. There are two hundred men today in France doing nothing but promoting this athletic and recreational work among the troops in France. There are some fifty in England and about thirty in Italy. But the need is for many more men. Four hundred men are needed immediately, and one hundred per month coming over for the next six months.

After having worked out this scheme in France (and the thing is working well), I was selected by Chief E. C. Carter to come to America for several things. I am here as a worker still, and after performing this work, I am expected to return to France. I am sent over here to get 400 men to go back immediately; also to stimulate the recruiting so that 100 men per month will follow for the next six months. In addition to this, I am here to buy $1,400,000 worth of athletic supplies for the year 1919 for the American soldiers in France. $1,400,000! Think of it, and we could very easily spend double that amount. In addition to buying these athletic materials, I am here to set up training courses in two Y. M. C. A. colleges where these men may may go and have one month of intensive training to prepare them. As soon as I accomplish this work, then I must sail back overseas. I go southwest and southeast, and back to New York, and sail the latter part of October for Paris.

Let me right here present this proposition to you. Will you not, although you are women in the main, assist me in recruiting these men? How? Easy enough. You probably know men over the draft age or men eliminated because of minor physical defects. Talk about enlisting to them. Say to them, "If you cannot go over there as a fighter, go with the Y. M. C. A." The trained fellow is not necessary—they are trained for all this work here. They do not have to perform for the amusement of the soldiers, nor must they train fellows for performance in the various sports. But rather, the call is for men who can organize and promote athletics, talk with officers, arrange programs. Almost any man can qualify. But he should have some knowledge of sport and must retain his love for playful things.

The athletic work is only one part of the Y. M. C. A. work in France. The scope of the Y. M. C. A. work is so great that it is difficult to take it in without seeing it day after day. Two departments of that work have been handed to the Y. M. C. A. officially, but this work especially so. The first is the canteen work. That is where the soldiers buy their knick knacks, tobacco, chocolates, mending material, clothing etc. In war times it is difficult to maintain a canteen. The Y. M. C. A. is buying jams, delicacies, cigarettes, and other supplies for the canteen, in every place in the world. Ships are coming into France from South America, America, Canada; and trains from Sweden, Italy, Spain come loaded with materials; representing a business undertaking amounting to $1,000,000 per month. It would tax the Standard Oil Company's capacity as a business to operate on a 65% efficiency basis. The Y. M. C. A. is doing it about 51% efficient. It is doing a great and overwhelming piece of work.

The Y. M. C. A. has gone into the work of hut construction on a stupendous scale. We must have huts where the boys may go in winter, gather around the fire, and where they may rally on different occasions. To build these huts is an overwhelming problem. First of all, there is no lumber. When a Frenchman cuts down a tree, he gathers up every little twig of wood as big as a lead pencil and takes it for fire wood. The consent of the French government must be secured to cut down a tree. There is a tradition in France that where a tree is taken down, one must be planted in its place. So the Y. M. C. A. has gone into the woods of France where there are very few standing trees and has established three saw mills. Then the consent of the government must be secured to ship the lumber. Freight cars are in great demand and to get freight cars to ship the lumber is a great difficulty. So we strain and tug away to keep up with hut construction.

The Y. M. C. A. conducts an entertainment department, where everything from grand opera to vaudeville and Elsie Janis is provided for our soldiers, to keep them well entertained with good, wholesome recreation. Then comes the question of stage, footlights, etc., for performances and the transportation of large companies which are travelling around to the various camps in France. Also motion pictures, which is a separate department. This entails sending out machines and gathering films particularly from America. All this is a big business enterprise and many men are needed to carry it out.

The Y. M. C. A. has gone into France and established schools. Thousands of soldiers who are not part of the fighting units, in the interior of France doing mechanical or manual labor, have the opportunity to go to school and pursue study in technical or general subjects.

There is also a Religious Department, conducting Sunday morning meetings, afternoon meetings, and Bible classes during the week.

The "Leave Center" is a perfectly wonderful institution. Soldiers are not permitted to go to Paris during their leave periods for very good reasons. They have this free time and where shall they go? So the Y. M. C. A. has established "leave centers" and has taken over the wonderful winter and summer resorts in France where the soldiers may come. The American army pays for transportation and these boys have everything at their disposal free of charge. In winter there is skating, skeeing, snowing; in summer, plunging, swimming, boating, baseball, tennis and that kind of thing is being worked out for the American soldiers by the Y. M. C. A. The boys have responded in overwhelming fashion.

Now I shall tell you something about the work in my department. I am head of the Athletic Department. We aim, by means of an athletic program, to do two things. First, to secure the social welfare of the boys; and second, to make a direct contribution to military efficiency by a rich athletic program.

The troops come in great boats. As I was sailing down the Hudson, a vessel was pointed out to me as carrying 10,000 men and officers to France. Even at best, they were packed in like sardines. When these men reach there, they are tired and eager to rush ashore. They want rest and sleep, and a bath. But after the first twenty-four hours, they are ready to "do the town" and ready for fun. Then comes the Y. M. C. A. with its rich athletic program. If it is night, then we have boxing, wrestling—so alluring and so fascinating that all soldiers will stop. If in the day time, a baseball game or an athletic gala day is arranged. There are athletic fields at the ports of entry and soldiers are engaged in athletic work, rather than "doing the town". Their social welfare is secure; their military efficiency secure. They stay from three days to three weeks at port, then thousands are sent to the interior of France to become part of the working crews—and perhaps never to see the air raids or fighting. They are like the men here in industrial fields. They are doing work that is monotonous; they are getting homesick, depressed and tired, and to these men we offer everything that we can possibly get for an athletic program—everything that is like home is offered them. We have athletic fields in France for these men that would rival any of the home provisions. We have baseball leagues, basketball leagues, volley ball league, and not a French or American holiday goes by without a great gala day of athletics. The program is as rich as it can be made; just as alluring, and just as helpful to the men as possible.

Then comes the more important phase—the training center where men are sent for physical training before going t othe battle line. These troops are put through all of the arts of war that they may go forward into battle. This work calls the athletic men to conduct tests and athletic work. These tests are conducted for the whole regiment and it has been found that 40% can neither run 220 yards in 30 seconds nor jump a ditch 2 feet wide. That means that they could neither overtake a Hun nor get away from him. The athletic men get busy to bring up that lower 40% to standard and to give them more of physical skill. The athletic men make a direct contribution to increase military efficiency.

As the men get to the firing line, the program is different. The troops are not in great cantonments as they are here. They are spread out for many reasons in small groups about 12 or 15 miles apart. They locate in the woods where they can hide, and we there set up a wonderful gymnasium and athletic field. Ropes are tied to limbs of trees and basketball goals are set up on the side of the tree, and squad after squad "shoot for goals." Volley ball nets are stretched between trees and we have volley ball. Tug of war, quoit pitches and other athletic events are carried out there. Then in the early evening when shadows are being cast, the boys get in the shadows and have their baseball. The boche planes cannot get at them in the woods or in the shadows. It appears that the boche planes have been more successful and get to greater altitudes, but more recently there has been a chance, and if we have not air supremacy now, we shall soon.

They also locate in little villages, and in going through them one will see that all buildings bear signs telling the capacity of each—such as 10 men, 2 officers, 3 horses. The Americans have gone in and taken possession of the village. The French are living with us rather than we with the French. The French do not live in the country as we do. If farmers, they huddle in a little village and build a wall around it, then they go out in a group to their work some five or six miles distant. And they build in a wonderful way. The Frenchman builds a roof, first of all, over his family, then over the horse, cow, pig—everything under one roof. The Americans go in and take possession. The French are happy to have them come.

There is great upheaval in England. When I was there the school teachers were on a strike. They were in a parade marching to Trafalgar Square, where they held open air meetings and made wonderful speeches fighting for more pay, and justly so, and they got their raises. Also, there was a dry parade—men, women and children demanding that England go dry. England is struggling with her social problems and they seem to point to America, and John Burns' "After the war, we are going to follow you" is quite significant to me.

But what I want to say particularly at this time is; will you help us to recruit men to serve as atheltic directors. Talk to the men when you see them, and tell them to apply to 502 First National Bank Building, the National War Work Council. The men are sent to Chicago or Springfield for one month of intensive training, free of charge. For a long time it was the judgment that this war is a war in machines, guns, new methods, and fiendish things such as bombs, gas; that only head work was necessary. They are greatly mistaken about that observation. This war, more than any war, is a man to man war. England, Australia, Canada and America have seen it. They claim it is a crime to let a man go to the front before he is physically fit. The supreme test today is the man to man fight. The lesson has been learned on the other side. I visited the Canadian school one night with Col. Maze when the men were boxing. I thought they were doing fine work, but it did not please Col. Maze. He sternly called a halt, and said: "I see you men tapping. I want you to fight, don't you understand, we are learning to fight so that we can kill. Now fight." And in less than three minutes, twelve men were laid out. This man to man fighting is of utmost importance. In a bayonet charge, they go as far as they can with the light artillery, and officers with watches in hand keep directly behind the barrage fire. Then the order is given, "Charge!" and they go forward with bayonets. Only those with greater speed, greater skill, can dodge better, lunge, who can thrust the one-hundredth of a second faster, who can fight when exhausted, are coming back. Only those who can dodge a little better, turn his gun and use the butt, who can thrust more accurately and faster. And when the boy finds he is in the trenches he must fight with his two hands. What would you not give to help them?

And as Wellington said that the battle of Waterloo was won on the playing fields of Eton; when this war is over and history is written, we can say "This battle of Berlin was won on the playing fields of France established by the playground and college athletic directors of America."

* * *

WESTERN SCHOOL NOTES

Superintendent S. M. Chaney of Glenn reports that the pupils of the public schools have bought $10,463.75 worth of War Savings Stamps.

Superintendent W. S. Wight, of San Luis Obispo, has arranged to hold local institutes from October 5 to Friday, October 11. The University Extension Quartet will furnish the program.

* * *

A HUMAN DOCUMENT

Superintendent Lawrence E. Chenoweth of Kern county writes the following interesting letter:

"The schools of Kern county have made a tremendous growth, having gone from about 6,000 attendance three years ago to nearly 12,000 this year. In spite of war conditions, our attendance in high schools and elementary schools this year has broken all records and has made necessary the employment of many additional teachers.

"The patriotic record of the schools bids fair to be excelled and our Institute, which will be held Thanksgiving week will be marked by its usual Kern county distinctiveness of being 'somewhat different.'

"School lunches are again in full swing in many of the schools and the transportation of pupils has become a tremendous factor, over 200 being transported to the Kern County High School at Bakersfield alone. All five of our high schools transport pupils and it has meant much to many a boy and girl in the rural sections.

"Our course of study was changed but slightly this year and now includes work for the Junior Red Cross. The course is full and complete as it stands and has resulted in a very high standard of education. If you are interested in progress, keep your optics on Kern county schools.

"We enjoy the Western Journal of Education and are appreciative of the personalty which is its guiding spirit.

"Yours for the Fourth Liberty Loan,

"L. E. CHENOWETH,

"County Superintendent of Schools."

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Editorial

WAR WORK THEME OF LOS ANGLES SCHOOL OPENING

Los Angeles began the work of the present school year on Saturday, August 31. On that day the teachers and officials, some three thousand in number, met in Temple Auditorium to receive and give the preliminary of the year's work. It is needless to say that "Win the War" was the theme of the day. A message to the teaching force from President Wilson was read and heartily applauded, as also one from Superintendent Albert Shiels, who is away on a three months' leave of absence organizing war work in New York City.

The introduction to the teaching force of two new assistant superintendents formed an interesting part of the program. Harry M. Shafer, for the past four years superintendent of the Bakersfield schools, paved the way for a genial reception by the simple philosophy of school life and work which he so pertinently expressed. Mr. Shafer is to supervise in particular the elementary school work of the City, and the indications are that valuable assistance will be rendered. The elementary work needs greater attention, so that Mr. Shafer's coming is a step in the right direction. Mr. Arthur Gould, formerly principal of San Diego High School, indicated some of the things he hoped to accomplish in the high schools of Los Angeles. The large number of high schools in this city calls for a greater attention and cooperation than what has existed heretofore, so that a special representative from the superintendent's office to unify and coordinate the work will prove of educational benefit to the system as a whole.

A word of appreciation is due Mrs. Susan M. Dorsey, assistant superintendent, for the timely talk she gave on the importance of War Saving activities at this time. She referred to the service of Miss Marie Lapez, a former Los Angeles teacher now on the battle front in France, in such a way as to stir the hearts of the teaching force to intenser service and greater giving. To sit in such an audience and see the preponderance of women in it makes one to feel that the superintendent's force should have more of the kind of women that Mrs. Dorsey represents. It just looks as though when men control the school situation that they let politics dictate a good many of their actions and forget to acknowledge the tremendous preponderance of womankind in the profession.

As a whole, the meeting was one of inspiration and timely suggestions.

ABSENCE OF MR BETTINGER NOTICED IN ASSEMBLAGE

For nearly thirty years Mr. M. S. Bettinger has been a teacher, principal and assistant superintendent in the Los Angeles City Schools. At every annual meeting of the teaching force in that time he has been present to add his word of good cheer, his genial philosophy to the occasion. At the meeting above discussed he was not there, and his presence was missed. Yet there came not a word in the program concerning the years of service he rendered—not a single token of appreciation of the tremendous influence he has exerted over the lives of the children and the teachers of that city. His discharge from the school system at the close of last year received considerable notoriety in the newspapers of the State, hence a discussion of the details at this time would be out of place. Suffice it to say, however, that no valid reason was given for his discharge, and large numbers of the teaching force and citizens of the city keenly regret that such action was taken. No finer grained influence ever permeated a school system than generated by Mr. Bettinger in his contact with children and teachers. He was not of an aggressive, fighting type, but a quiet, sincere, hardworking servant of the cause of education. He had opinions concerning school matters and the courage to express them. His was not a truckling, smearing attitude sometimes seen in subordinate school men, but an open, conservative attitude commanding the respect of all his fellow workers.

It is unfortunate for the cause of education and for Los Angeles in particular to lose the services of such a man. Especially is this so at this time when the man power of the nation is being drained to the dregs for available working material. The men of military age in school work should respond readily to the nation's call for soldiers. Men such as Mr. Bettinger could be relied upon to carry on the school activities to conserve and develop the manhood of the nation. It is a national loss to discharge such a man at this time.

Then there is a personal side to the question. Here is a man who has given all the best years of his life to the cause of education. He has two sons, both subject to military draft and upon him would fall the responsibility to care for their families in case they went to war. And yet he must relinquish his accustomed salary, lay down the work to which he has devoted his life, and find some other means of support for him and his wife the rest of his days. There is an injustice there somewhere and society cannot do injustice without paying a penalty any more than an individual can.

It might have been inconsistent to have had some sort of expression of appreciation of Mr. Bettinger's work at that opening meeting, but it was certainly due him and the host of his friends among the teaching force.

RELATION OF SCHOOL MEN TO THE MILITARY DRAFT

The new draft law gives school men the greatest opportunity of their lives to show whether they are 100% American, or whether they are white livered hypocrites with a streak of yellow all through their systems. They have been feigning to teach patriotism; they have been leading boys and girls in the pledge of allegiance to the flag, but when the test of fire comes a large number of them—far too many—hide behind the skirts of a woman and let their fellow men, or neighbor's boys go out to die that they might live and get a better position by virtue of a shortage of men in the profession. There are some grounds for deferred classification, to be sure. At the same time it is disheartening to see a bunch of school men, able-bodied in every particular, feeling around for some ground for exemption in this greatest struggle of all history. If there are some little children to be taken care of, then there may be ground for exemption. At the same time, the Germans aren't asking you how many children you have, nor do they give a damn. The test is this, if you were in Europe right up against the battle line, would you ask exemption to stay home and draw a fat salary, or would you take a gun and go forth to battle. This country is in that struggle with certain other countries, our allies, and it is up to this country, the men of this country, the women of this country, to be willing to make the sacrifices those countries have been making, are making, to win in that struggle. When you get right down to it there are no real grounds for exemption for the average man. Men of mature years, especially school men, ought to have enough credit established to finance their families for the duration of the war. The relatives who can't serve in war capacities can help take care of the children.

The point is this: our boys are in Europe, being killed by the hundreds—your boy, my boy—and we men who have given our families to the world can better be spared than those young men. If we can go with them, that gives them a 2 to 1 chance to come back. Let's go. And the more men we can put "over there" in the shortest time to do battle, the more lives we can save.

To the school men of the State: don't ask for exemption. Don't ask to have school men put in an essential class. Let the women do the work They can beat you at it anyhow. Education needs virile men, strong men, but you aren't that type if you cringe and cower behind a petticoat. You ought to be shot. Teaching is an essential industry, but no strong, able-bodied man under forty-six years is essential to it. And, besides, there will be a reckoning after the war. You ask for exemption and it goes down on record. When that army of young men returns to this country they are going to have the courage to look up that record, and you may be called a slacker and a hypocrite.

No, men, here is the test. Will you continue to peck around in a school system, looking for a little advantage here, a little gain in salary there, or will you "quit yourselves like men and be strong"?

RECONSTRUCTION

Edited by Ednah Aiken

Truly the world doth move! Two years ago, when this department was started, the name was chosen with scant backing and no authority for its choice. Today, the world rings with the word.

Two years ago, this department began a campaign for civic education. The world, and boards of education lent a deaf ear to one who had so long been harping on one string. It is now more than three years ago that the San Francisco Congress of Mothers committed itself to such a program, and Dr. Claxton and Mr. Arthur Dunne of Community Civics fame, were asked to accept the report on civic education in their pending survey of the San Francisco public schools City, district and state congresses have endorsed a program for civic education, and to each appeal the answer from educators was: "The curriculum is crowded. There is no room for anything else." And no one listened when the counter answer was made that it was not the subject matter but the way it was taught which is wrong. Nobody listening! Nobody home! Teachers and officials still talking of civics as a book or slice of study; worshiping established curriculum; looking for a better textbook on civics when civic education ought to be a matter of drill and example! Nobody listening!

Only two or three years ago, and how things have changed! Comes patriotism with a big stick and everybody hearkens. The writer felt like Rip Van Winkle after his long sleep when at a recent meeting of the Junior Red Cross. Because the government had stressed the importance of education for citizenship, the leaders of the young, those who scoffed two years ago, those who did not hear, there offered blithely to throw curriculum into the sea. "What is curriculum!" asked a former adherent to curriculum. "Nothing is important but training for citizenship." It looks as though the school department had discovered the significance of compulsory education; facing, at last, the obligation to our civil conscripts.

The Junior Red Cross proposes a program of civic education which asks for adoption by the Course of Study. If the program be as fine as the people who are preparing it and the ideals which are inspiring it, our civil conscripts may be coming into their own; curriculum will be losing its self-consciousness, and this department its reason for being.

* * *

CALIFORNIA CONGRESS OF MOTHERS

The regular monthly meeting of the California Congress of Mothers was held on Wednesday, September 11th, in the directors' room of the Security Trust and Savings Bank, Los Angeles. Dr. Jessie A Russell presided.

* * *

SAN FRANCISCO CONGRESS OF MOTHERS

The first meeting of the official year of the San Francisco Congress of Mothers was held on Wednesday, August 28th, in the City Hall, Mrs. Steven I. Simmons presiding. The regular business of the federation was conducted most expeditiously. Mr. Alfred Roncovieri asked permission to speak against the proposed charter amendment which would abolish the double-headed system of authority now in order. As the open forum is the rule of the Congress, it was decided to give the proponents of the measure the freedom of the next meeting, Wednesday, the twenty-fourth of September.

THE OAKLAND FEDERATION.

The Oakland Federation of Parent-Teacher Associations and Mothers' Clubs met on Wednesday, August 28th, in Chabot Hall. The program was preceded by an installation ceremony, Mrs. George Short, the outgoing president, officiating. Several addresses were given, the place of distinction being given to Mr. Fred M. Hunter, the superintendent of schools.

Mr. Hunter said, in brief: that even though our armies might march next spring into Berlin, that the war would not yet be won. That we must not be too optimistic; that Prussianism would still exist to menace us; that between the two opposing social forces which do now, and will then confront us, an unflagging wisdom must guide. Prussianism, authority, paternalism scarcely less dangerous than the shabbier armies of Bolsheviki which are not confined to Russia. The burden of authority, he warned, falls on the shoulders of the educator, whose duty it is to prepare the youthful citizen for the problems which the new day will hold.

Brief addresses were made by Mrs. J. M. Jones, Mrs. George Short, Mrs. C. R. Reilly, Mrs C. S. Aiken and Mrs. L. P. Boyce.

The Second District Congress of Mothers held its first open meeting of the official year on Thursday, September 19th, in the St. Francis Hotel, Mrs. C. S. Aiken presiding. The morning session was devoted to reports from the federation presidents, representatives reporting from Oakland, Berkeley, San Mateo, Alameda and San Francisco. In the afternoon, several of the chairmen of departments outlined the year program. Mrs. A. M. Tomlinson, chairman of war service, Mrs. Edler and Mrs. J. C. Marston, of membership, presented a composite program which will be submitted by the federation chairman to the leaders of the individual clubs. Several measures to be presented at the approaching session of the State Legislature were discussed.

PARENT-TEACHER DAY AT SACRAMENTO

Monday, September 2d was Parent-Teacher Day at the State Fair in Sacramento, and many of the clubs sent their representatives. The headquarters for the P. T. A. was at the "Baby Conference" concession in the Woman's Building, where a luncheon in honor of Dr. Jessie A. Russell, the State president, was given. Mrs. S. E. Mack of Fairoaks had the affair in charge. Several members of the executive board were present, among them Mrs. Donald R. Green and Mrs. L P. Boyce.

* * *

LOYALTY

The superintendent of schools for the State of Ohio, Mr. F. B. Pearson, has put forth a definition of "Loyalty" which should find its way into all our schools:

"Loyalty is greater than arithmetic and also better; for loyalty is an end to be attained, while arithmetic is but a means to that end. Loyalty is a goal to be reached, while arithmetic is but a supply station along the way. Loyalty is a spiritual quality and spiritual qualities are the goals of every worthy school endeavorer. In our school procedure we pour arithmetic, geography and grammar into the hopper that loyalty and other qualities of the spirit may issue forth. The boy who will not fight for the good name of his mother is not much of a boy and his knowledge of arithmetic is of small value. The man who will not give of this thought, his time, his strength and his money to keep the flag unsullied is not much of a man, no matter how much he knows of arithmetic, grammar or history. If he is not loyal to his flag, the more he knows of these subjects the more of a menace he is to the community. Loyalty is primarily a spiritual impulse and if the man's spirit is wrong the man himself is wrong, no matter how much knowledge he may have. But if his spirit is right his conduct will be right, for his mind and his body yield obedience to the commands of the spirit. If the man does not thrill at the sight of the flag, there is something wrong with his spirit and we do well to examine into the educational processes that have rendered his spirit unresponsive. We do well to challenge the right of any study to a place in the curriculum or the right of any teacher to a place on the payroll if the teaching of that particular subject does not function in fidelity, in patriotism, in loyalty."

* * *

HAS AN AUTHOR THE RIGHT?

An interesting question has been raised as to the intellectual and ethical integrity of an author by the State Board of Education. Has an historian the right to change his viewpoint on history on account of the change of political and social sentiment brought about by war? History is merely the relation of facts from the mental angle of the historical writer, and he is certainly justified in changing that angle on the discovery of new standards of government. Now that a new spirit of internationalism dominates this republic, our historical viewpoint must change.

The State Board of Education is right, therefore, is placing the new edition, 1918, of Robinson's Mediaeval and Modern Times on an approved and satisfactory list; also, Harding's new Mediaeval and Modern History, 1918, and Webster's Early European History. The publishers of these books have gone to enormous expense to place books in the hands of the pupils that would harmonize in the slightest details with our republic's newest standardized ideals.

The committee of experts on histories brought out the fact that West's Modern World speaks of **Germany as a true Federal State like the United States**, and makes comparisons which reflect on France and England. The State Board of Education has published this information, and it is evident that Prof. West will have to change his historical point of view or his history will go into the discard.

VACATION TIME

How vividly I recall a certain late afternoon in June when the sun rode low in the west far out on Bolinas Bay. We were walking on the sand-spit, my companion and I, and as we walked we picked up broken bits of shells and gossiped about their past histories. Sometimes we found a scallop shell, broken and weather-worn but still keeping its purple stain near the hinge—the unmistakable sign that it was a giant pecten; sometimes we picked up a mussel or clam and examined its hind or its teeth to determine its exact name. Occasionally we found a dead turban shell into which a hermit crab had crept, and, liking his tenement chiefly because it was strong and yet portable, had taken formal possession until such time as he should outgrow it and should have to look for more roomy quarters. At last we discovered a beautiful murex shell, quite rare for its perfection and size and related to those molluscs which the ancient inhabitants of Tyre and Sidon used in such quantities to make their famous Tyrian purple dyes.

We did not realize how long we had lingered, so excited had we become over this last treasure, until my companion, a lad of twelve, pointed toward the glow in the west, where a moment before there had been a golden ball, and then looking across the channel he exclaimed: "There's the evening star!" We were both silenced by the beauty of the scene and then he murmured half to himself:

"Sunset and evening star
And one clear call for me,
And may there be no moaning at the bar
When I put out to sea",

he looked up with a wrapt expression and burst forth with: "Why, it's all right here, isn't it?" And so it was. There was old Duxbury Reef, to whose treachery the battered old masts and heaps of driftwood all about us gave silent testimony; there was the whistling buoy with its blinking light warning the mariner after darkness fell. The run had set, the tide was ebbing, and the bar looked none too calm. The fishermen were hurrying homeward and there was a chill in the air. More stars were appearing and little beach fires across the channel were beginning to flicker, vieing with the cottage lights twinkling on the hillside.

Our good dog Tassel gave his joyous bark and bounded far ahead. Then my companion showed himself a flesh and blood hungry boy as well as a dreamer of dreams, for he shouted ecstatically: "Gee! those waves look good enough to eat." Without another word, we hurried past the blue Portuguese men-of-war left stranded on the sand, past the crabs and seaweed, past the kelp and mosses and did not slacken our pace until we had reached our temporary home — that famous old clubhouse whose chicken dinners need no hunger for sauce. Later we built a driftwood fire on the beach and when the embers burned low we vowed that next day we would gather so many fagots that even the moon would pale before their glow.

ROSALIND KEEP,
2331 19th Ave., Oakland.

MONEY FOR SCHOOLS

County tax rate for schools for year closing June 30, 1918, and rate per pupil apportioned to elementary schools per pupil after giving $550 per teacher, by counties.

Name of County	Tax Rate For Elementary	Tax Rate For High	Rate per Pupil on Attendance
Alameda	.27	.171	$17.39
Alpine	.20	.....	41.26
Amador	.43	.20	13.82
Amador	.43	.20	13.82
Butte	.39	.20	17.66
Calaveras	.35	.11	14.44
Colusa	.22	.07	.24.20
Contra Costa	.31	.10	23.00
Del Norte	.26	.17	24.44
El Dorado	.21	.10	*4.00
Fresno	.30	.14	15.50
Glenn	.35	.09	22.67
Humboldt	.373	.1405	19.07
Imperial	.28	.16	18.73
Inyo	.25	.20	33.36
Kern	.16	.05	19.23
Kings	.42	.15	19.59
Lake	.29	.22	8.93
Lassen	.40	.09	25.23
Los Angeles	.16	.1404	14.53
Madera	.35	.073	25.67
Marin	.26	.13	16.24
Mariposa	.43	.066	16.70
Mendocino	.32	.185	*8.11
Merced	.245	.10	15.03
Modoc	.30	.10	18.90
Mono	.35	....	48.36
Monterey	.27	.10	23.23
Napa	.26	.13	16.88
Nevada	.50	.30	15.23
Orange	.23	.21	17.15
Placer	.38	.20	15.64
Plumas	.14	.10	18.62
Riverside	.29	.30	13.00
Sacramento	.28	.112	24.60
San Benito	.25	.15	16.49
San Bernardino	.31	.278	13.03
San Diego	.22	.21	12.23
San Francisco	.2301	.0549	26.86
San Joaquin	.20	.11	13.57
San Luis Obispo	.17	.08	10.10
San Mateo	.316	.087	21.53
Santa Barbara	.28	.13	23.67
Santa Clara	.26	.177	16.98
Santa Cruz	.395	.20	18.22
Shasta	.37	.124	15.77
Sierra	.40	.081	22.00
Siskiyou	.28	.106	10.45
Solano	.26	.14	16.23
Sonoma	.31	.185	12.00
Stanislaus	.35	.20	15.60
Sutter	.25	.10	21.75
Tehama	.40	.15	29.17
Trinity	.28	.15	13.80
Tulare	.35	.20	18.90
Tuolumne	.25	.18	12.90
Ventura	.233	.124	18.23
Yolo	.2508	.1061	24.58
Yuba	.30	.11	14.69
Average	.295c	.144c	$18.78

El Dorado and Mendocino Counties fall below the State rate of $8.25 per pupil. Not obeying the law.

EDWARD HYATT,
Supt. Pub. Inst.

JOB WOOD, JR., Statistician.
August 19, 1918.

WESTERN SCHOOL NEWS

Supt. Roy Cloud will hold the San Mateo County institute at Burlingame October 7, 8 and 9.

James Ferguson, principal of the Coachella Valley Union High School, spent August in San Francisco renewing friendships with his many warm personal acquaintances in the bay region. He has placed Coachella on the educational map of California.

Prof. A. J. Martin, who for five years was the progressive and successful principal of the Patterson Grammar School, has accepted the principalship of the Middleton Union High School.

President Van Matre of the State Normal School at Arcata is carrying out a splendid educational program. He has arranged for extension work in Trinity, Del Norte and Mendocino counties, has promoted a special library service, and is right up to date on war educational work.

President C. L. Phelps, who has taken charge of the State Normal School at Santa Barbara, has had training and experience that show fine educational equipment for his present work. Since his graduation from Stanford ten years ago his work has been teacher-training, and his study has been along school administration lines. He has been connected with the San Jose Normal, the Fresno Normal, the San Diego Normal and the Tempe Normal, Arizona.

Supt. Sabra Greenhalge of Amador County has a Junior Auxiliary Red Cross in every school in her county with one exception and the county school children have held many patriotic entertainments.

Mrs. Lizzie Gehm of Weaverville, the superintendent who put Trinity County on the educational map, has been substituting as principal of the Weaverville Schools. Supt. Schroter was not a candidate for re-election and is qualifying herself for commercial work.

Supt. Roy Cloud, who has become one of the most popular institute instructors in the State, will be the principal lecturer at Supt Donnelly's Institute at Quincy, Plumas County, in October.

Pres. H. G. Rawlins of Willows is planning a fine program for the meeting of the N. C. T. A. at Sacramento the week of November 11.

The Stockton High School has arranged for special courses in Red Cross work under direction of Mrs. Conzellman.

Even in Manila, P. I., the teachers are demanding higher salaries, and the governing board recognizes the justice of their claims.

Deputy Superintendent Monlux of Los Angeles held a patriotic teacher assembly on August 30. A letter was read from Supt. Albert Shields, who is engaged in war work in New York. Susan Dorsey is taking special interest in Red Cross and other war activities in Los Angeles.

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MURINE EYE REMEDY COMPANY, Chicago, Ill.

PROPOSED CHARTER AMENDMENTS

By Harr Wagner

The September issue of the Sierra Educational News contains an article by Dr. Samuel Langer, Superintendent of Pacific Hebrew Orphan Asylum, in behalf of the Charter amendments. We agree with him and the Public Education Society that there should not be a divided executive authority on the administration of the purely educational work of the schools. However, in the year 1918, or any other year, the public schools must be kept safe for democracy. If we provide for a superintendent appointed by the Board of Education, then the Board of Education should be elected by the people Our nation is giving its life blood in men, money and food, to break the system of German autocracy. **The Public Education Society is endeavoring to make our Mayor the autocrat of the school system. This would be all right under Rolph, but who will succeed Rolph? The Board of Education and the Superintendent of Schools would be a pawn for a "spoils Mayor" or for an inefficient Mayor. .Vote NO!** For the Charter amendments are weak, inefficient and autocratic, not democratic. It will not improve matters to have the Board of Education and City Superintendent appointed.

One or the other must get authority from the people and be directly responsible to the people.

The cry for better schools is good campaign literatur.e **We are all for better schools.** While laws are efficient they are not sufficient. Los Angeles, San Diego, Denver, Berkeley, Chicago, and many other cities within the past ten years, especially Chicago, with several laws similar to those proposed by the Charter Amendments, have had most unusual and disgraceful educational rows.

There are various sections which are good in themselves, but are covered now by State laws, and are a useless duplication of authority.

The section providing for the census is a waste of money, and the State wisely eliminated it several years ago. The Tenure amendment, Sec. 1, Chapter 3, Article VII, **gives the Board absolute power to make rules governing all persons employed in the school system. There is no limitation to this power The Board may make rules to dismiss a teacher or employ one or demote or promote at its own sweet will. There should be a limitation.**

The section providing for city certification is also obsolete. In this day of State certification and nationalization of the public schools, why go back fifty years to local certification? Surely the Public Education Society needed a progressive advisor, not a reactionary.

Again, why should the amendments make Miss Regan or Miss Jones, Dr. D'Ancona ineligible, or any other member of the teaching force? Why class distinction? The amendments should be defeated because they are narrow, provincial, reactionary, petty, and will increase taxes which are already a burden on the people. **The time will come in the reorganization of our school system after the war when people of broad and liberal minds will reconstruct our State and National education laws on a basis that will correct many of the evils that now exist. A system of laws that will give teachers a permanent tenure, adequate salaries, State and National certification, funds for the nationalization of our schools on a sociologized democratic basis.**

At the annual election of the San Francisco Mutual Aid Society the following Board of Directors and Officers were chosen: President, Miss Elizabeth E. Kelly; Vice-Presidents, Miss Teresa Hess, Mrs. F. Bronson, Miss S. Folsom, Miss M. Collymore Miss A. Rhodes, Miss F. Rosenfeld, Miss M. d'Erlach, Mrs. M. Malarin, Miss O. Wharff, Miss G. Reif; Recording Secretary, Miss F. C. Lynch; Financial Secretary, Miss Lucy Wade; Treasurer, Miss M. A. Fay. The Society also voted to invest $2,000 in the fourth issue of the Liberty Loan Bonds.

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The Teachers' Association of San Francisco

.... The executive directory of the Teachers' Association held its first meeting after the long summer vacation, August 19, 1918, Mr. A. Altmann presiding.

Miss D. A. Hobe, chairman of the Teachers' Welfare Committee, reported that the money in the Sleator fund, $196.87, the money donated in memory of Miss E. Alma Duffy by her sisters, $100, with interest, amounting in all to $300.79, has been placed in the Hibernia Bank, in the name of the Teachers' Association. This will be the foundation for the teachers' loan fund, to which all members of the Association will be asked to contribute.

Miss Hobe also reported that her committee had been working with the President of the Grade Teachers' Association, Miss Edna Cotrel, to devise some plan to pay part salary to teachers absent from school on account of illness. Much foundation work has been done by this committee, work which, it is hoped, will bear fruit in the near future.

A communication was received from the San Francisco Council of School Women asking that a general meeting of the Association be called to discuss the school charter amendment proposed by the Public Education Society.

The Romanic Teachers' Association, a society organized in San Francisco, composed of members of the San Francisco school department, was given representation in the Association by admitting its president, Mr. E. Y. Dupuy to membership in the directory. Mr. F. E. Perham, president of Chapter No. 1, Teachers' League of America, was also placed on the list of members of the directory.

Elections in the various schools were held, and the following representatives chosen for the coming year:

Bay View, Miss M. E. Dunlap; Bernal, Miss Mary McQuaid; Bryant Cos., Francis A. C. Mooney; Buena Vista, Mrs. K. S. Smith; Burnett, Miss A. Gibson; Cleveland, S. de Sousa; Columbia, L. M. Shuck; Columbus, Miss C. Corlett; Crocker Inter., Mrs. Burlingame; Daniel Webster, M. P. Donnelly; Denman, Miss Esther Lawrence; Douglas, Miss Edith S. Bush; Dudley Stone, Natalie R. Gambitz; Edison, Miss Sunoriton; Emerson, Miss C. B. Bailey, Ethan Allen, Miss Mary I. Walsh; Everett, Mrs. M. S. Stuart; Fairmount, C. A. Davis; Farragut, Mrs. Grace Gardner; Francis Scott Key, Miss F. de Ghetaldi; Frank McCoppin, Miss Elsie Schon; Franklin, Mrs. Mary A. Cowan; Fremont, Miss Nora B. Hanley; Garfield, Miss Olga von der Leith; Glen Park; Miss A. T. Crowley; Golden Gate, Miss Lydia Grafe; Grant, Miss Clera Body; Grattan, Miss M. Kincaid; Haight, Miss E. M. Gilmore; Hamilton, Miss Cecelia Gilchrist; Hancock, Miss Margaret C. Burke; Harrison, Miss N. F. Cline; Hawthorne, Miss D. Cohen; Hearst, Mrs. F. S. Haynes; Henry Durant, Miss Josephine R. Ambrose; Horace Mann, Miss Nellie F. Mahoney; Irving M. Scott, Frances Edwards; James Lick, Miss Frances R. Lewis; Jean Parker, Miss L. Rogers; Jefferson, Miss B. Carmichael; John Swett, Mrs. L. B. Schwerin; Junipero Serra, Miss M. McCarthy; Kate Kennedy, Miss M. C. O'Connell; Lafayette, Miss Agnes Carey; Laguna Honda, Miss H. Vanderhurst; Le Conte, Miss A. Boland; Lincoln, Mrs. L. D. Mitchell; Longfellow, Miss Irene Clark; Madison, Miss I. C. Emmons; Marshall, Miss Martha Poppe; Michelangelo, Miss Elizabeth Moore; McKinley, Miss M. J. Henderson; Mission Grammar, Miss Rose Fitz Simmons; Monroe, Miss Nora E. Hussey; Moulder, Mrs. Eva S. Hackett; Noe Valley, Miss A. T. Crowley; Oriental, Miss Eliza D. Keith; Pacific Heights, Miss Frances G. Cook; Patrick Henry, Miss A. M. Daws; Paul Revere, Miss May Quinn; Portola, Miss Pauline Des Roches; Redding, Miss R. F. Lewis; Rochambeau, Miss Hughes; Roosevelt, Miss Bullard; Sarah B. Cooper, Miss Gertrude Dowdall; Sheridan, Miss L. Ruth Haskins; Sherman, Miss N. Sullivan; Spring Valley, Miss N. Williams; Starr King, Miss V. C. Johnson; Sunnyside, Miss Margaret Croak; Sutro, Miss Kate L. McNamara; Visitacion, Miss A. Dailey; Washington Gr., Miss A. E. Casey; Washington Irving, Miss Ella Nelson; Winfield Scott, Mrs. Margaret Gates; Yerba Buena, Miss A. M. Foley; Girls' High, Miss Evelyn D. Armer; Lowell High, Thaddeus H. Rhodes; High School of Commerce, Miss Georgia Hawkins; Mission High, Miss Eugenie Lacoste; Polytechnic High, E. F. Blayney, Home Economics, Miss C. A. Ballinger; Supervisors, A. Altmann; Special Subjects, Miss Estelle Carpenter; Hamilton Evening, Miss Sara C. Burnett; Lincoln evening, Mrs. P. S. Eaton.

The following principals were chosen to represent the principals of elementary schools at the Governing Council:

Mrs. K. F. Brogan, Miss L. F. Bray, Miss Josephine Saunders, Miss Pauline Hart, Miss Nellie Gallagher, Miss Alice R. Power, Miss K. H. Crowley, Miss Mary Scherer, Miss Dorothy Vogelsang.

Mr. Cecil Mark was chosen by the principals of intermediate schools to represent them.

A general meeting of the Teachers' Association was held in the Civic Auditorium, Thursday, August 22, 1918, President Altmann in the chair.

The president stated that the meeting had been called at the request of the San Francisco Council of School Women to discuss the proposed amendment to the charter.

Miss Anne Duffy, president of the Council, in a stirring speech, stated that no one is so much interested in the welfare of the schools as the teachers, who know that the schools are not perfect. Their faults and their merits are better known to the teachers than to any one else.

When the Public Education Society was organized for the avowed purpose of bettering the schools, the teachers waited in hope that some worthy amendments to the charter would be presented.

The following resolutions were unanimously adopted:

"Whereas, a certain proposed charter amendment, providing for the reorganization and conduct of the scheel department, now being placed before the people of San Francisco, is vicious, reactionary and un-American; be it

"Resolved, That the Teachers' Association of San Francisco, in general meeting assembled, denounces the same, and pledges itself to work against its adoption."

Vote NO on the charter school amendment, because:

It is un-American, since it practically excludes a poor man from office (Board of Education), since it prescribes onerous duties without pay.

It is illogical and intolerant, for it specifically excludes teachers from office (Board of Education), not for any physical, intellectual or moral disqualification, but only because of the honest and necessary work in which they have been employed.

It is undemocratic, for it states:

A. That the Board of Education shall represent part of the community (instead of the whole), and

B. That educators are employed on behalf of part of the community (instead of the whole).

It is designed to beget irregularity, confusion and graft, for—

(1) It grants the Board of Education power to choose a Superintendent of Schools, but does not require that they be competent to select one.

(2) It allows for the appointment of any number of Deputy Superintendents the Board of Education may choose to appoint.

(3) It gives the Board of Education power to fix the salaries of the Superintendent and this indefinite number of deputies at any figure they may please—it does not even name a maximum.

(4) It makes the Superintendent of Schools the mere puppet of the Board of Education, for "He shall be appointed by said Board and serve during their pleasure."

(5) It does not demand expert or technical training in the Superintendent, it merely provides that he shall be deemed or supposed to have it.

(6) It removes the present judicious system of checks and balances, and leaves a Board of Education, serving without pay, to disburse annually without question more than $3,000,000 of the people's money.

It is reactionary, for whereas the tendency of advanced thought is to return power to the people(witness the Direct Primary, the Initiative and Referendum, the popular election of United States Senators); the effect of this amendment is to take it from them.

It is politically vicious, for it is wholly within possibility, even well within probabilty, that it may complicate the political situation intolerably, since the position of Superintendent of Schools might under this amendment become the juiciest plum within the reach of grasping politicians.

The chairman has appointed the following Publicity Committee:

The Governing Council of the Teachers' Association met in the auditorium of the John Swett School, Tuesday, September 3, 1918, Mr. A. Altmann presiding.

The following resolution was unanimously adopted:

"That the Teachers' Association of San Francisco, represented by its Governing Council, offers its services to the Government for any assistance that may be needed in registering the drafters on September 12, 1918."

The following were elected members of the Executive Directory for the ensuing year:

Principals of Elementary Schools—Mrs. K. F. Brogan, Miss L. F. Bray, Miss Ida Kervan.

Teachers Elected — Miss Margaret C. Burke, Hancock School; Miss Francis A. C. Mooney, Bryant Cosmopolitan; Mrs. Marjorie Stuart, Everett; Miss Cecilia Gilchrist, Hamilton Intermediate; Miss Eliza D. Keith, Oriental; Miss A. E. Casey, Washington Grammar; T. H. Rhodes, Lowell High; Miss Georgia Hawkins, High School of Commerce; Miss Evelyn D. Armer, Girls' High; Miss Nora Hussey, Monroe School.

The September meeting of the Executive Directory was held on the sixteenth of the month in the meeting room of the Board of Education.

The manner of conducting the campaign of defeat for school charter amendment number 37 was discussed from many angles. Several matters were brought up for discussion by members of the Directory, but was postponed, that all effort may be directed toward defeating the charter amendment.

The officers of the Association were unanimously re-elected for the coming year: President, A. Altmann; vice-president, Miss Margaret C. Burke; secretary, Miss Frances A. C. Mooney; treasurer, Mrs. Mabel A. Sykes.

As there is an emergency case to be attended to by the Loan Fund Committee, the president announced that he had appointed as members of the Teachers' Welfare Committee: Miss Elizabeth E. Kelly, chairman; Miss Sara C. Burnett, Miss

Mary Elliot, Miss Louisa McDermott, E. Y. Dupuy.

The Loan Fund Committee was organized by electing five members. Two of the Welfare Committee chosen by that committee: (1) Miss Elizabeth E. Kelly, (2) Miss Sara C. Burnett. Three elected by Executive Directory: (3) Mrs. Brogan (a grammar school principal), (4) A. M. Cleghorn (a high school man), (5) Miss A. J. Johnson (a primary school teacher).

The resolution which follows was unanimously adopted:

"Whereas, the Teachers' Loan Fund, amounting to $300.79, should be increased to meet pressing needs; it is hereby recommended by the Executive Directory to the members of the Teachers' Association of San Francisco, that a voluntary contribution of five cents each teaching month be paid into the Loan Fund, and that any such payments be made in the amount of twenty-five cents or fifty cents, at the option of the members; money to be collected by school representatives."

A meeting of the school principals was called Wednesday, September 25, at which President Altmann explained the manner of conducting the Fourth Liberty Loan throughout the school department.

The committee of seventeen elected at a general meeting of the Association to revise the Constitution is holding weekly meetings and hopes soon to have the revised Constitution ready to be voted upon by the teachers.

FRANCIS A. C. MOONEY, Sec'y.

* * *

A MODEL LETTER WRITER

Office of
JAMES E. REYNOLDS
County Superintendent of Schools
B. T. Reynolds, Deputy

Ventura, Cal., Sept. 4, 1918.

To Teachers, Trustees and Friends of the Schools:

First, I want to congratulate you on the splendid piece of work done by our Board of Supervisors this year for the elementary schools. You may remember that the last Legislature passed a bill making the county contribution to the elementary school fund not less than $24 per pupil, that this bill did not receive the approval of the Governor, and therefore did not become law. Then, because the county high school fund bill, requiring the counties to furnish $60 a pupil to the high school, did become law, very many of the boards of supervisors throughout the State immediately cut down the amounts for the elementary schools. Our Board of Supervisors was, I believe, the only one in Southern California that did not do this. And this year they have voluntarily raised the amount to be furnished the elementary schools to the $24 provided by the bill that did not become law.

If anybody asks you, tell him that the Ventura County Board of Supervisors is all right!

Next, you have before you this year what looks to me like the finest program of local institutes that has ever been offered in the county. The State University is arranging the program, which consists of two musical numbers and three lectures, as follows:

1. University of California Male Quartet, with B. T. Robley, impersonator and reader.

2. Dr. F. F. Nadler: The War and Education.

3. Dr. Charles Louis Seeger, pianist; Constance E. Seeger, violinist; Lawrence Strauss, tenor soloist.

4. Prof. Alexis S. Kaun: Russian Realities. (Dr. Kaun is a native Russian, and was professor in a Russian university before coming to our State University.)

5. Dr. Silas Evans, President Occidental College: The New Citizenship.

As I am asked by the American Red Cross to report in New York City, September 19, and shall be on the high seas when these meetings are held, they will be in charge of Mrs. Reynolds. May I ask you, because of this being her first experience, to do what you can to secure a good attendance, which always contributes to the success of the meetings? Advertising folders will be sent from the University to certain teachers who are hereby asked to distribute them.

And so, for a space, goodbye.

Yours sincerely,
JAMES E. REYNOLDS.

* * *

Hon. W. C. Wood, candidate for Superintendent of Public Instruction and Commissioner of Secondary Education, addressed the Collegiate Alumnae at the Whitcomb Hotel, San Francisco, Saturday, September 28.

* * *

Superintendent G. Vernon Bennett of Pomona, California, has been re-elected for four years, and his salary increased to $3500. Mr. Bennett will again have charge of the Evening School, which in the past has reached an enrollment of 1200, or 20 per cent of the adult population of the city.

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BECAUSE: It Emphasizes the Personal Side of History
It appeals to the sympathy and ambition of the students through accounts of the lives of the great heroes of the past. It gives character sketches of such men as Pericles, Alexander the Great, Julius Caesar, Justinian, Mohammed, Charlemagne, William the Conqueror, Hildebrand, Luther and others.

BECAUSE: It Emphasizes Particularly the Development of Civilization
It gives a complete chapter each to the Oriental, Classical and Medieval civilization. The economic, social and industrial life of the various peoples is fully treated. The education, science, art, literature, religion and morality are especially emphasized.

BECAUSE: It Treats the Countries East of the Adriatic
It is the first text to give an adequate treatment of Eastern Europe. Besides the Byzantine Empire and its civilization, it gives an account of the Serbians, the Bulgarians and the Russians. It also gives an excellent chapter on the Rise and Spread of Islam.

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TEXTBOOK AUTHORS

Literary California (now in press), Harr Wagner Publishing Company, contains a list of textbook authors who come under the California designation. Ginn & Company, 20 Second street, have the following names listed. It certainly is evident that State publications of textbooks do not monopolize all of California's distinguished writers.

Charles Mills Gayley—Professor of English Literature, University of California, Berkeley:
"Classic Myths."
"Poetry of the People."
"Literary Criticism" (Gayley and Kurtz).

Martin Charles Flaherty—Associate Professor of Forensics, University of California:
"Poetry of the People."

Lulu Maude Chance—Primary Teacher, Riverside, California:
"Little Folks of Many Lands."

Katherine Chandler—Pacific Grove, California:
"In The Reign of Coyote."

Alexis E. Frye—Redlands, California:
"Books and Brook Basins."
"Child and Nature."
"Elements of Geography."
"First Book in Geography."
"First Steps in Geography."
"Geografia Elemental."
"Grammar School Geography."
"Geography Manual."
"Home and School Atlas."
"Home Geography and Type Studies."
"Leading Facts of Geography."
"New Geography, Book One."

Derrick N. Lehmer—Associate Professor Mathematics, University of California, Berkeley:
"Synthetic Projective Geometry."

Chauncey Wetmore Wells—Associate Professor English Composition, University of California:
"Prose Narratives."

Benjamin P. Kurtz—Associate Professor of English, University of California:
"Essays in Exposition."

Herbert E. Cory—Assistant Professor of English, University of California:
"Essays in Exposition."

G. R. MacMinn—Instructor in English, University of California:
"Essays in Exposition."

Lilian Talbert—Primary Teacher, Emerson School, Berkeley, California:
"The Expression Primer."

Lew Ball—Primary Supervisor, San Francisco, California:
"Ball Primer and Manual."

John Brewer—Dean Department of Education, Los Angeles State Normal School:
"Oral English."

Ernest Carroll Moore—President Los Angeles State Normal School:
"What Is Education?"
"Fifty Years of American Education."

Leon J. Richardson—Associate Professor of Latin, University of California:
"Helps to the Reading of Classical Latin Poetry."

Roy T. Nichols—Acting Head, Science Department, High School, Oakland, California:
"Manual of Household Chemistry."

Hanna Oehlmann—Teacher of German, High School, Alameda, California:
"Schritt for Schritt."

O. J. Kern—Assistant Professor Agricultural Education, University of California:
"Among Country Schools."

Rudolph Schevill—Head Romance Lang. Department, University of California:
"First Reader in Spanish."

F. H. Barker—Agent Allyn and Bacon Company, Los Angeles:
"Computing Tables and Formulas."

William J. McCoy—Private Teacher, Oakland:
"Cumulative Harmony."

Brother Leo—Professor English Language and Literature, St. Mary's College, Oakland:
Joint Author "Corona Readers."

Forrest Eugene Spencer—Instructor in Spanish, University of California:
"Trozos de Historia."

A. L. Cavanagh—Head of Physics Department, Los Angeles High School:
"Physics Laboratory Manual."

Claude M. Westcott—Head of Science Department, Hollywood High School:
"Physics Laboratory Manual."

H. L. Twining—Head of Physics Department, Polytechnic High School, Los Angeles:
"Physics High Manual."

E. B. Clapp—Professor of the Greek Language and Literature, University of California:
"Homer's Iliad, Books XIX-XXIV."

William H. Carruth—Professor of Comparative Literature, Stanford University:
"Georman Reader."

Emilio Goggio—Professor of Languages, University of California (now at Univ. Washington).
"Due Comeedie Moderne."

R. Selden Rose—Instructor in Spanish, University of California:
"Don Francisco de Quevedo."

Aida Edmonds Pinney—Oakland, California:
"Spanish-English Conversation."

Edward Gray—Berkeley.
"Fortuma, and El Placer de No Hacer Nada."

Colbert Searles—Associate Professor of Romanic Languages, Stanford University:
"Le Cid."
"Andromauqe."

Albert Shiels—City Superintendent of Schools, Los Angeles, California:
"City Arithmetics" (joint author with Wentworth-Smith).

C. T. Wright—Teacher in Pasadena High School, Pasadena, California:
Library, Laboratory and Field Manual in Physical Geography."

Henry L. Cannon—Associate Professor History, Stanford University:
"Reading References for English History."

Thomas E. Thompson—Superintendent Schools, Monrovia, California:
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TEACHERS' SALARIES—FROM L. A. CITY BULLETIN

For the present year the salary question is irrevocably settled. That the schedule as adopted is a poor makeshift is freely admitted by those who are responsible for it. It was a case of making a little money go as far as possible. The great body of the teachers get no increase at all, and more than half of the elementary teachers get none. Altogether less than nine hundred people are affected by it, while more than a thousand long-service teachers—those who have been in the department long enough to be thoroughly mature and experienced, and who have proven that teaching is a profession to them and not a filler between school and marriage—are abandoned to their financial troubles now for a second time.

We have no complaint to make of this distribution of the funds. It embodies the principle that we ourselves emphasized, namely, that the lowest-paid teachers need help the most. But we do say that it is a disgrace to a city of the first class, a city that boasts that it has the finest schools in the United States, that it should now offer the spectacle to the country that it pays its tramp labor better than its common school teachers. Los Angeles is now the only large city that we know of that has taken no notice in its salary schedule of the changed conditions under which we live.

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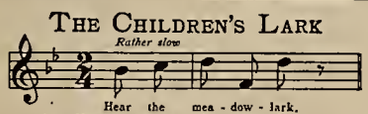

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Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education, at Sacramento.

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THE
WESTERN JOURNAL OF EDUCATION

Vol. XXIV SAN FRANCISCO, OCTOBER, 1918 No. 10

MEETINGS

Bay Section the California Teachers' Association; Wm. J. Cooper, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, F. H. Boren, Lindsay, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the Califnroia Teachers' Association; E. E. Brownell, Gilroy, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, Mrs. Agnes Ray, George W. Stone.

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EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Associate Editor, Washington Irving School, San Francisco.

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ON WHEELS

Harr Wagner

Including personal encounters with high school principals, city and county superintendents, county librarians and others whose business it is to be interested in books, good and bad, and some that are as is.

It is a delight to be "on the road" even when our railways are run by McAdoo, provided you have an open mind and an open eye, plenty of expense money, and a few friends in each town. The school men and women as a rule are always cheerful, and greet you with a smile, even if you have a big hollow in your glad hand, if service for an honest or any other kind of a dollar. At Visalia, for instance, I called on A. M. Simons, principal of the high school, at 12:15, as he was going to lunch. He had returned from San Francisco in a hurry-up call for teachers, and had to open the first day of the term without breakfast. There I was detaining him from lunch. He is a big man, healthy and the type that should have a big appetite. Yet he was agreeable and kind, and promised to examine the Blakiston Service and Red Cross books at 5:15. He kept the appointment. Mr. Simons is an advocate of the county unit system; believes in community service, and has established a tractor course in connection with Farm Adviser that is of unusual interest. Men and women, without age limit, are admitted to the course.

After a pleasant chat with W. T. Houk, Superintendent Buckman's genial deputy, I called on Mrs. Bessie Herrman Twaddle of the Tulare Free County Library, and found her environed in books, maps and other matters pertaining to a splendid service that she has built up in the county.

After a ride of twenty miles over a beautiful paved road, bordered with alfalfa fields, orchards and garden homes, where a few years ago were the alkali plains of the despised Goshen, we arrived in Kings county. This is the county that James W. Graham put on the educational map some years ago. J. E. Meadows, the superintendent, resigned not long since to accept the principalship of the Hanford school, and Miss Richmond has been appointed to succeed him and has no opponent in the finals. I called on Miss Katherine Post Ferris, but unfortunately she was absent. Her charming deputy, however, explained the work that was being done in the county. At the high school I found J. L. Neighbor, formerly of the Eureka High School. He has the high school thoroughly organized. His wonderful shock of white hair is certainly not a camouflage, for it deceives no one as to his youth and energy. He has had a successful career as a high school man, and the work accomplished at Eureka made educational history in Northern California. .

At Fresno it was a pleasure to round up old acquaintances and friends. In the high school the principal, Walter Smith, formerly vice-principal of the Mission High School, San Francisco, was arranging his program for the year. I first knew the Fresno High School when it had less than two hundred pupils, in the time when Chester Rowell was the principal. The school now has near 1500 pupils, and is doing junior college work. Principal Smith declares that war activities have solved all questions of discipline. I also met T. J. Penfield, the vice-principal, and dean of the Junior College. I have known Mr. Penfield since he landed in San Diego from Springfield, Ohio, in 1890, and have kept in touch with his battling career for right ideals since that time. In Vallejo, in Vacaville and in Turlock, he has stood against his own interests for right ideals in the spirit of the community. His tenure has always been foreshortened by his refusal to "take things easy." It was an unusual delight to meet Jerome O. Cross with the clutch in and the twelve cylinders working. We knew something of his efficiency as secretary of the S. C. T. A., but had not been in touch with his executive work in the big and over-developed city of Fresno. He has defied all survey makers who say the way to build up a system is to draft the best teachers in other districts. Superintendent Cross is careful to select teachers and provide places before June 10th each year, so that no teacher will have to give up her school during the term, and does not deliberately overbid district trustees to secure teachers. In other words, he does not believe that it is professional to rob Peter to pay Paul. Mr. Cross is meeting the complex situation in a city that has far outgrown its school facilities in a masterly manner, and is getting excellent results.

The new superintendent-elect of Fresno county is C. W. Edwards. He was born at Visalia, attended the public schools, graduated at the University of California, and for seventeen years has been in the Fresno schools, and for a number of years has been the efficient principal of the Lowell School. He is a man of pleasing personality, and will undoubtedly take high rank among the educational leaders of the State. Fresno City is noted for its grammar school principals. I had a delightful evening at the Hotel Fresno with J. J. Duvall, who published the best and most teachable outlines

TAX LIMITATION MEASURES.

Two tax limitation measures will be passed by the voters at the November election. One appears on the ballot as No. 17, and the other as No. 18.

No. 17 is A. B. 1013, which was subjected to referendum because the bill was so crudely and hastily and imperfectly drawn that instead of accomplishing the purposes for which it was designed, it would have crippled and hampered the public schools, inevitably, and to such an extent as to reduce their efficiency greatly. Every friend of the public schools should vote "No" on No. 17.

No. 18 is the initiative measure submitted by the California Teachers' Association. It contains the good features of A. B. 1013 and omits the bad ones. It is at least fifty times better than A. B. 1013 as a tax limitation measure.

If it becomes law, it will work to the advantage of taxpayers by eliminating waste, and preventing extravagance, and to the benefit of the schools by guaranteeing adequate income based upon the increase or decrease in average daily attendance from year to year. Every friend of the public schools who believes in tax limitation, in the elimination of waste, and in economical school administration, should vote "Yes" on No. 18.

It is the desire of the committee of fifteen representing the California Teachers' Association to affect such an organization of the friends of the public schools as will result in having a worker in every one of the 6,303 election precincts in the State on election day, and to secure the distribution of the literature to every voter prior to election day, urging all to vote "No" on No. 17, and to vote "Yes" on No. 18.

Both measures are very long and hard to understand. Some may fear to vote for No. 18 because of the popular notion that initiative measures may be amended only by an initiative. This fear is groundless, because No. 18 contains a provision authorizing the legislature to amend it from time to time.

MARK KEPPEL,
Chairman Committee.

of civil government simplified, and F. M. Lane, who is one of the live-wire school men of the State and who is always on the watch-tower, not to protect his own interests, but the interest of every elementary school teacher. He is one of the few school men who has accumulated a competency, and takes great pleasure in a valuable and highly productive ranch near Fresno. I also called on C. T. Cearley, who is the proprietor of the best book and stationery stores in the entire San Joaquin Valley. He is at the head of the Liberty Loan drive, but like all men who achieve, he had time to spare. The average man in business is always busy, but the genius is master of his time. Mr. Cearley is one of the few men I have met in my perapateter travels who has the charm of personality without being over-mellow, as temperamental as a poet, and as clean and square in business as the best of them.

At Madera I found the most attractive library building, and Miss Mary Glock, the librarian, giving splendid service to the schools and the people. The county of Madera certainly has reason to be proud of its library service. Craig Cunningham, the county superintendent, who was re-elected with practically no opposition, was aiding in lining up advance subscriptions to the Fourth Liberty Loan, so that Madera county would be found to have its quota.

At Merced I had the pleasure of meeting A. W. Meany, the principal of the high school, who was trained in the public schools of Merced, graduated from the high school and educated at the University of California, and is now the efficient principal. He has proven that a teacher has honor even in his own county. Mr. Cole, the science teacher, is also a man who is doing more than marking time. Miss Winifred Bigley, the county librarian, is a student of the needs of her community. She also has the executive ability to "carry on". It was certainly a delightful surprise to find so extensive and well equipped library in a town the size of Merced.

At Turlock, J. Perry Ratzel, a man who does team work by himself—in other words he is individualistic—is a man whose impressions are formed from within, and whose distinctions of right and wrong are keen and decisive. He is not influenced by his environment nor self-interest.

From Turlock to Ceres is a most delightful stretch of country. I immediately looked up J. A. Wagener, formerly superintendent of schools of Stanislaus, now a prosperous citizen of this place. He has a picturesque Spanish type of house, owns a productive fruit ranch, is city clerk, and of course owner of a Ford. He has a son "over there", and when all is told is a splendid example of the best type of American citizen. It is unfortunate, indeed, that after his uplifting and forward looking work as school superintendent, the State did not have a contribution of his services. Mr. Wagener drove me to Ceres High School, where August Grimm holds forth as principal. He is neither august nor grim, but an interesting and efficient school master whose work is well in hand. A ride through peach orchards, olive trees, fig groves, vineyards, alfalfa fields and meadows to Modesto and then back to San Francisco ended the trip. I am a young man, and yet I have seen in my generation, not yet run, the great level plains of yellow waving wheat and hog wallow land, alive with jack rabbits, change to intensive gardens and orchards and bungalows.

* * *

SCHOOL ELECTION, TUESDAY, NOVEMBER 5, 1918

Superintendent of Public Instruction—Edward Hyatt (incumbent).

Will C. Wood.

County Superintendents—The following won in the primaries and have no opposition in the final election:

Geo. W. Frick, Alameda; Mrs. Sabra Greenhalge, Amador; Perle Sanderson, Colusa; W. H. Hanlon, Contra Costa; S. M. Chaney, Glenn; James B. Davidson, Marin; Geo. Schultzberg, Monterey; Lena Jackson, Napa; Irene Burns, Placer; Mrs. Kate Donnelly, Plumas; Raymond Cree, Riverside; W. J. Cagney, San Benito; Minnie V. Lehner, Santa Barbara; Grace Stanley, San Bernardino; John A. Aenderson, San Joaquin; Roy Cloud, San Mateo; Lizzie Vagades, Sutter; G. P. Morgan, Tuolumne; James A. Reynolds, Ventura; Harriet S. Lee, Yolo; Jos. M. Hamilton, Del Norte; Minerva Ferguson, Lake; A. Roncovieri, San Francisco; A. F. Shibley, Imperial; Belle Alexander, Sierra, and Charlotte Cunningham, Shasta; E. J. Fitzgerald, Eldorado; C. W. Edwards, Fresno; L. E. Chenowith, Kern; Miss M. L. Richmond, Kings; Roy Good, Mendocino; Elizabeth Richards, Nevada; R. P. Mitchell, Orange; Carolyn Webb, Sacramento; J. F. West, San Diego; D. H. White, Solano; A. G. Elmore, Stanislaus; Jennie Malaley, Yuba; John L. Dexter, Mariposa; Robert L. Bird, San Luis Obispo; Mrs. Belle Gribi, Merced; Teresa Riverera, Calaveras.

There will be contests in the following counties: Santa Clara, with D. T. Bateman in the lead; in Tulare, with J. E. Buckman, incumbent, high man; in Sonoma, Ben Ballard and Ida Marshall are contestants; in Santa Cruz, Miss Young and Miss Morgan.

* * *

The Santa Ana High School, D. K. Hammond, principal, opened with thirteen new teachers in the faculty.

* * *

The San Diego County Teachers' Club held an important meeting on October 6th. Will C. Wood was introduced by Superintendent Guy V. Whaley. W. A. Pratt, of the Coronado High School, presided. The legislative committee consists of Dr. E. L. Hardy, J. T. West, Harry O. Wise, Miss Marks, and Miss Phillips.

* * *

The Stewart Supply Company of Stockton has recently remodeled and enlarged their store at 520 E. Main street. A well appointed phonograph department has been installed under the management of Mr. Willis S. Storms, formerly sales manager of the Edison Shop of San Francisco.

"The rapid adaption of the talking machine in the school has necessitated our preparing on a large scale to serve the schools properly," writes Mr. Storms. "With this end in view, we are carrying the Edison and Columbia phonographs and complete catalogue of records. Several demonstration rooms have been built to accommodate our customers.

"In all schools, and particularly in the rural schools, the phonograph has become indispensable. The phonograph is a most versatile instrument; penmanship, calisthenics, marching, folk dancing and oratory are only a few of the things that may be taught with the phonograph. The time is not far distant when the phonograph will be a part of the equipment of all schools, and the Stewart Supply Company, having specialized in this subject, would be pleased to render all possible assistance, and to advise concerning installation of instruments or selection of records."

* * *

The Children of France, published by Henry Altemus, Philadelphia, Pa., is a book of stories of heroism and self-sacrifice of youthful patriots in France during the great war. These are true stories of heroic conduct on the part of the children. There is a true spirit of sublime heroism running through the whole book.

Patriotic Selections for Supplementary Reading, by Edwin Dubois Shurter. Lloyd Adams Noble, publisher, 31 West Fifteenth street, New York City. This book contains several hundred new selections, and are divided into Part I, Prose; Part II, Poetry. Cloth $1; paper, 50 cents. Three thousand copies were purchased for the Texas schools.

Profitable Vocations for Boys, by E. W. Weaver, of Buffalo, and J. Frank Byler, of Philadelphia, is a new book published by A. S. Barnes Company. This book contains over fifty separate chapters on fifty different vocations for boys, from metal trades to journalism. It is an unusually well edited and written book. It is a book that teachers interested in the subject should examine at once.

Mon Petit Trott is a modern French reader by Leopold Cardon. Silver, Burdett & Company, publishers. This book gives 24 lessons and should be in demand by those who desire to study French.

Son of the Middle Border, by Hamlin Garland. Macmillan Company, publishers, 609 Mission street, San Francisco and New York. This is an autobiography of Hamlin Garland, whose "Main Travelled Roads" and other books have made literary history. Our attention was first directed to this book by W. G. Hartranft, of the Silver, Burdett & Company, who said he had read it four times. He read extracts of it to the members of the Sequoia Club that showed deep sympathy and appreciation. The book is really great. It has a quality that is rare in books and will live long after the best sellers have been forgotton. It requires great art for an author, without a plot, without a battle-scarred background, without a heroic environment, to hold the average reader. Hamlin Garland does this in "The Son of the Middle Border." It is a great book. The "Son of the Middle Border" will especially appeal to California readers for the interesting comment on Joaquin Miller and other notable people and places in the Golden State.

* * *

THE THOMPSON READERS

This series of readers consist of a manual, a word builder, and books 1, 2, 3, 4. It is a complete presentation of the subject of reading. John G. Thompson, the author, is principal of the State Normal School of Fitchburg, Mass., and a brother of T. E. Thompson of Monrovia, and of minimum essentials fame. President Thompson was assisted in the work by Miss Inez Bigwood of the primary department of the Normal. Silver, Burdett & Co., Boston and San Francisco, publishers. The distinctive features of the books are first all materials from literature—legend, myth, hero

story, fairy tale and rhyme. The material is practically all new, not found in other American readers. The most interesting feature is the use of rythm in teaching word groups. The Jack and Jill rhymes and the parodies give a new angle to the oral expression of children, and awake keen interest. There is not too much, not too little, of any of these best phases of modern pedagogy in reading. Another special feature is the splendid selection of numerous Scandinavian folk stories. The mechanical make-up of the readers is not gaudy, but very attractive. The entire set is worth very careful study. This series of readers will be especially adapted to our California needs.

The Goose Quill—A Third-Grade Language Book, by Louise Robinson. Silver, Burdett & Co., Boston and San Francisco, publishers. Miss Robinson is in the Louise M. Alcott School, Boston, and prepared this book from a third-grade syllabus on teaching language, prepared by fifteen hundred teachers. The Goose Quill is a unique title, and is appropriate for a language book, and means much more than the steel or fountain pen. There is need of books for the third grade in language work and this book is therefore essential.

Lippincott's Home Manuals—Home and Community Hygiene—A Textbook of Personal Health, by Jean Broadhurst. J. B. Lippincott Company, Philadelphia. This book is dedicated to nurses, teachers and mothers of America. This is the most complete book of its kind in existence. It treats of food, milk, water, air, schools, middle age, mental hygiene, military hygiene, health education, etc. The book contains 400 pages, 118 illustrations.

The American Spirit—A Basis for World Democracy, is a reader of unusual merit, and is edited with a true interpretation of the spirit of today, by Paul Monroe and Irving E. Miller, and published by the World Book Company. The book opens with Joaquin Miller's Columbus, and another poem that has been very little appreciated, but is remarkable for the beauty and accuracy of its line, called "The Exodus from Oregon." The book contains 332 pages. Caspar Hodgson, who is the president of the World Book Company, is to congratulated in publishing a book that will have much influence on the real patriotic development of the ideals of our Republic.

COMPARISONS OF AVERAGE ATTENDANCE IN HIGH SCHOOLS OF 1917 WITH THAT OF 1918, SHOWING THE GAINS AND LOSSES BY COUNTIES

By Job Wood, Jr.

County	1917	1918	Gain	Loss
Alameda	6,749	7,544	795	.....
Alpine	.....	.....	.....	.....
Amador	192	192	.....	.....
Butte	705	714	9	.....
Calaveras	126	97	.....	29
Colusa	189	168	.....	21
Contra Costa	765	782	17	.....
Del Norte	60	57	.....	3
El Dorado	108	107	.....	1
Fresno	2,318	2,560	242	.....
Glenn	223	249	26	.....
Humboldt	753	782	29	.....
Imperial	690	678	.....	12
Inyo	158	162	4	.....
Kern	733	871	138	.....
Kings	404	367	.....	37
Lake	155	153	.....	2
Lassen	107	110	3	.....
Los Angeles	18,776	19,002	226	.....
Madera	174	205	31	.....
Marin	465	466	1	.....
Mariposa	21	20	.....	1
Mendocino	552	549	.....	3
Merced	377	398	21	.....
Modoc	139	155	16	.....
Mono	.....	.....	.....	.....
Monterey	489	513	24	.....
Napa	375	554	.....	19
Nevada	347	344	.....	3
Orange	1,750	1,854	104	.....
Placer	334	356	22	.....
Plumas	32	34	2	.....
Riverside	1,264	1,324	60	.....
Sacramento	1,626	1,583	.....	43
San Benito	172	148	.....	24
San Bernardino	1,807	1,990	183	.....
San Diego	2,417	2,553	136	.....
San Francisco	5,074	4,999	.....	75
San Joaquin	1,123	1,309	186	.....
San Luis Obispo	352	366	14	.....
San Mateo	478	518	40	.....
Santa Barbara	682	668	.....	14
Santa Clara	2,325	2,242	.....	83
Santa Cruz	653	674	21	.....
Shasta	274	274	.....	.....
Sierra	16	27	11	.....
Siskiyou	267	237	.....	30
Solano	565	541	.....	24
Sonoma	1,111	1,066	.....	45
Stanislaus	992	1,030	38	.....
Sutter	101	102	1	.....
Tehama	376	384	8	.....
Trinity	41	30	.....	11
Tulare	1,445	1,392	.....	53
Tuolumne	194	190	.....	4
Ventura	605	569	.....	36
Yolo	369	364	.....	5
Yuba	272	248	.....	24
Totals	62,865	64,671	2,408	602
Gains	.....	1,806	.....	.....

Important Announcement

All school books formerly handled by H. S. Crocker Co., have been transferred to Potter Brothers Company.

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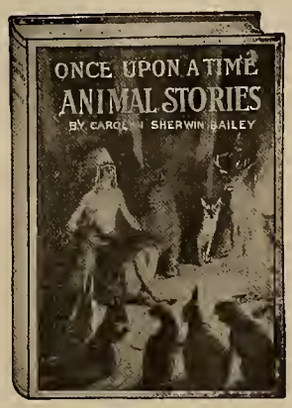

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A Problem in Geography

H. W. Fairbanks

PROBLEM OF THE SIERRA NEVADA MOUNTAINS

How is it that the Sierra Nevada Mountains, though forming from the earliest times one of the most serious barriers to those wishing to reach California from the East, are, nevertheless, of such vast importance that without them great areas of our State must have forever remained thinly settled and poorly developed?

Part I—The Sierra Nevada Mountains As a Barrier

Position of California.

General arrangement of the mountains and valleys.

Direction from which most of the settlers of California came.

How is it that the Sierra Nevada Mountains form such a serious barrier in the way of reaching the Great Valley?

1. The Sierras form a continuous lofty range extending for four hundred miles directly across the main emigrant trail

2. The Sierras have a steep eastern slope while the western one is gentle.

3. There are no low gaps or passes such as the South Pass in the Rocky Mountains.

4. Deep, narrow canons mike it impossible to follow the streams.

5. The mountain crest is covered with snow for more than half the year.

Could the Great Valley have been reached by going around the Sierras?

1. On the north the Sierras connect with the Cascade Range.

2. On the south the Sierras are joined to the Coast Ranges.

3. The only easy route into the Great Valley lay up the Sacramento River from San Francisco Bay.

How did the double barrier of desert and mountain add to the difficulties of reaching the Great Valley from the east?

1. The deserts of Nevada were dangerous to cross in summer.

2. Cold and snows made it impossible to pass the summit of the Sierras in winter.

What terrible experience did the Donner party have trying to cross the Sierras in winter?

What happened to another party trying to reach the Great Valley by going around the mountains and through a region now known as Death Valley?

What different motives have guided people in their attempts to pick out routes across the Sierras?

1. Routes where the snow did not trouble.

2. Routes by which it would be easy to build wagon roads.

What can we say of the different Sierra Passes and the advantages and disadvantages of each?

1. Donner Pass is high and snowy, but not very difficult.

2. Beckwith Pass in lower, but the main crest to the west is difficult to cross.

3. Carson Pass is south of Donner Pass and is higher and more snowy.

4. The Sonora Pass is still higher and available for use only four months in the year because of snow.

5. Walker Pass is easy to reach from the eastern side, but impassible canons lie to the west.

6. Long desert journeys were required to reach either Tehachapai or Tejon, Pass at the southern end of the Sierras.

Why are there no easy passes at the heads of either the Kern, Kings or San Joaquin Rivers?

1. These rivers rise in the highest parts of the range.

2. The mountains through which they flow are very rugged.

What were the difficulties of reaching the Great Valley to the north of the Sierras?

1. The direct route from western Oregon lies across steep, rugged mountains.

2. Lassen trail was opened up across the volcanic plateau in northeastern California, but it is difficult traveling over the lava.

What has guided the railroads in their choice of routes across the Sierras?

1. The Central Pacific Railroad was built through Donner Pass because the slopes of the mountains were not as steep as farther south and the pass lay on the direct route east.

2. The Western Pacific built through Beckwith Pass because this is the lowest and least snowy pass in the Northern Sierras.

Are there any other passes that can be used by railroads.

1. It is possible to build through Mammoth Pass at the head of the San Joaquin River.

2. A railroad will doubtless some time be built through Walker Pass and down the Kern River.

3. The Tehachapai Pass near the southern end of the Sierras is occupied by two railroads.

4. Tejon Pass, where the Sierras meet the Coast Ranges, will some time be occupied by a railroad.

What was the chief object in building the State Highway across the high Sierras at Tioga Pass east of the Yosemite Valley?

What are the advantages of trails across the higher Sierra passes?

1. Afford access to beautiful scenery, where it is impossible to build wagon roads.

2. Afford opportunity to carry goods over the mountains on pack animals.

What can we say of the barrier which the Sierras still present to overland trade?

1. The Sierras lie directly across the trade route east from San Francisco Bay.

2. Steep grades and winter snows interfere with traffic.

3. The boring of tunnels through these mountains will some time make their passage easier.

What would have been the effect upon travel if the Sierras had extended east and west instead of north and south?

1. Roads could have followed the valleys upon either side of the mountains.

2. The desert regions would not have been as hot and dry as they are.

Part II—The Sierra Nevada Mountains as a Necessity for the Development of the Great Valley

What effect has the direction of the mountain ranges of the Pacific Slope upon the climate of the lands to the east of them?

1. The mountains interfere with the passage inland of the cool ocean winds, so that the interior is hotter in summer and cooler in winter than it otherwise would be.

2. The mountain ranges lie across the paths of the storms, so that they receive heavy rains on their seaward slopes, while the regions to the east are dry.

What is the influence of the lofty Sierras upon the rainfall?

1. The cold air over the mountain tops greatly increases the rainfall.

2. The air is so cold that the most of the moisture falls as snow.

What do we think might be the climatic condition of the Great Valley and the region to the east if there were no Sierras?

1. The region would be dry and desert-like.

2. There would be no rivers to afford water for irrigation.

What in general are the physical conditions of the Great Valley, some of which we can learn from the map?

1. The Great Valley possesses a vast extent of nearly level land.

2. There are many kinds of soil which are generally rich and productive.

3. The valley has a warm climate and a part is semi-desert.

4. The Great Valley is easily reached through its outlet to San Francisco Bay.

What great lack of the valley must be overcome before it can become densely populated?

1. Irrigation systems must be constructed.

2. Wells must be bored and pumping plants established.

Why do the people of the Great Valley look to the Sierras rather than to the coast ranges for their water supply?

1. The Sierras are far higher and receive heavier rainfall.

2. The long slope of the Sierras is toward the valley and it thus receives more than the short slope of the coast ranges.

What other influence have the Sierras upon the water supply of the valley?

1. The Sierras are so high that most of the moisture falls as snow.

2. The snows remain until summer and thus keep alive the streams which would otherwise become small when water was needed most.

What other people do the Sierras supply with water than those living in the Great Valley?

1. Water is needed for irrigation in the valleys lying at the eastern base of the mountains.

2. A great acqueduct carries water to Los Angeles in Southern California.

3. Another acqueduct is being constructed to carry water to San Francisco.

What other use have the streams of the Sierras than affording water for irrigation?

1. While in the mountains the streams afford power for generating electricity.

2. In the valley the rivers may be used as highways.

Of what use are the vast forests which cover the slopes of the Sierras?

1. The Great Valley is in most places treeless and the people require both fuel and lumber.

2. The forest growth aids in holding back the water for summer use.

How can we account for such valuable forests in this region?

1. The abundant rainfall favors growth of trees.

2. Many of the slopes are gentle, so the trees find soil and water.

How is it that the Sierras are well adapted to cattle raising and dairying?

1. The heavy rains and snows encourage the growth of grasses in the summer, when in the lower valleys they have dried up.

2. The cool air is favorable to butter-making.

Why are the Sierras sought by so many people in the summer?

1. The peaks and canons offer attractive scenery.

2. The clear, bracing air and pure water make camp life delightful.

How has the way in which the Sierras were made partly determined their value for us?

1. Long ago cracks or fissures were formed in the rocks and in these cracks the valuable gold veins were formed.

2. The gold from the crumbling rocks was washed into the streams and there the miners first found it.

3. When earthquakes took place, volcanoes were formed and the mountains rose to the great height we now see them.

4. Snows fell on the cold summits and formed glaciers.

5. The swift streams cut deep canons, such as the Yosemite and Kings Rivers.

6. The glaciers wore away the rocks in some places and in the hollows thus made are hundreds of beautiful lakes.

7. The lakes help hold the water so greatly needed by the farmer in summer.

What influence has mining had upon the settlement of the Great Valley and the lower mountain slopes or foothills?

1. Mining brought many thousands of people who did not think of making homes here. All they sought was gold.

2. Mining led the founding and growth of most of the foothill and valley towns.

What influence have the Sierras had upon the surface and soil of the Great Valley?

1. The Great Valley is a basin which for many thousands of years has been filling with earth and rock particles washed from the surrounding mountains.

2. A part of the time the valley has been dry land, as it is now. A part of the time it has been a lake or arm of the ocean.

3. In the borders of the valley the rivers from the Sierras have cut shallow channels in the floor of the valley.

4. In the lower parts of the valley the rivers have formed delta deposits. Some of these are still marshy and flooded at high water.

5. The delta deposits of the Kings River cut off the southern end of the San Joaquin Valley and so Tulare Lake was formed.

To what three causes are due the location of the cities of the Great Valley?

1. Needs of the early mining districts.
2. Advantages of navigable streams.
3. Fertile and well-watered deltas.
4. Railroad junctions.

* * *

RESPONSIVE SERVICE

Among the textbook publishers who went over the 100 per cent American is the Gregg Publishing Company. The New York, Chicago and San Francisco offices subscribed for more than $150,000 worth of bonds. The Pacific Coast offices, Mrs. F. E. Raymond, manager, subscribed personally for $6000 worth of bonds. The Gregg Company certainly holds the record for responding in every way to the needs of the hour, and are willing to do team work from national affairs to service to the smallest school district.

MY COUNTRY

CHAPTER I

AMERICA—WHAT IS IT?

What Children in Foreign Countries Think of America

1. To many people in other countries the United States is a kind of fairyland. A poor English boy one day told his friends that he was going to America with his father and mother. They crowded around to hear about it. This is what he told them (notice how queerly he pronounced many of his words):

"Yis, they's wunnerful likely things over there in Hammerica, I'm told. I heer's 'at they spends all ther coppers for toffy and such like morsels, havin' goold a plenty—real goold! Loads o' it, they saay! * * * Everybody has a chance, too. Double wages for very little work. * * * They say the sun is always out, too, and not much rain!"

So sure was he that America was a boy's paradise that he promised to send back wonderful gifts for his friends. One girl was to get a fine gold watch, and when her sister cried with envy he said she should have a diamond pin. To several of the boys he promised barrels of apples and candy.

2. A young Polish girl who had been in this country only a little while was asked one day which she liked better, America or Poland. "Oh, I love America," she said. "Here I can be a noble princess. In Poland there is room for only a few nobles." This seemed a very strange answer. The child was told that there were no princes or princesses in America and was asked to explain what she meant. "Yes, there are hundreds of nobles here," she insisted. "My teacher is a princess, and one little princess sits next to me when we recite. One day my brother and I took a long walk and passed a great theater, and saw hundreds of nobles."

3. After a little questioning the girl explained that in Poland the only people who dressed well and were always smiling and happy were the nobles. Here in America her teacher, most of her classmates, and most of the people on the streets wore good clothes and smiled every day. So of course they must be princes and princesses.

4. It was a Syrian boy who had an even stranger idea of this country. When asked where America was, he said he was not sure, but thought it was a long way off, where good Syrian boys went when they died.

5. In a school in Italy one day the pupils were asked to write about America. This is what one boy wrote:

"America is ruled by a president. All the boys in America are poor, but they become very rich when they grow up. The men are over six feet tall and have large noses and hollow cheeks."

The teacher, at first greatly puzzled to understand how the boy got this idea of the United States, finally remembered that the class had been reading about famous men. They had all been much impressed to learn that Lincoln, in spite of his poverty, became one of the greatest of Americans. This boy had drawn the conclusion that America was a nation of Abraham Lincolns.

Did you ever read a book on Civil Government for children in the seventh and eighth grades that started out with as much promise as that shown in the above quotation taken from the first page of "My Country," by Grace Turkington?

This text-book in civics and patriotism for young Americans should be in the hands of every child in the seventh and eighth grades of our land. Boys and girls will love the book and will love their country more for reading it. Be sure and include in your next library order a set for your seventh and eighth grades.

Ginn & Company, the publishers, tell us that they will mail a copy of the book on approval to any teacher or superintendent, postage prepaid, for 77 cents, or will send the first 58 advance pages free of charge.

* * *

THE SCHOOL BOARD MEMBER

Mark Keppel, veteran county superintendent of schools for Los Angeles county, Calif., writes of school board members:

"My earliest recollection of a school trustee is the picture of a schoolhouse being repaired during school hours by two school trustees. One was a farmer worth perhaps fifty thousand dollars, and having fifteen to twenty men in his employ at that time. The other was also a farmer worth perhaps a quarter of a million dollars, with fifty men in his employ, and both having their harvesting operations in full blast. Those two men left their private business for a whole day, and made necessary repairs to the public schoolhouse, without money and without price, and seemed to enjoy the experience."

The scene which Mr. Keppel recalls is not unusual. It is repeated with variations each year, in every county throughout the land. In the cities, too, we find men leaving their busy offices and stores to attend meetings and conferences of school boards. Everywhere the labor is unselfieshly in the interest of the children—the future men and women of America. The faithful school board member is of necessity a patriot—a soldier of the common good.—School Board Journal for October.

* * *

LIBRARY SERVICE FOR HIGH SCHOOLS

Bulletin No. 41, U. S. Bureau of Education, contains a list of books for high schools. The books of all the important publishers are represented in this bulletin. The time has come when library service for high schools will be systematized and of value. Already in California many progressive high schools have a library fund, a librarian, and purchase new books for reference, for extra texts and general cultural reading. Now that the State law requires books not to be sent as free sample copies, and the War Industries Board have issued orders forbidding free copies, the high school libraries can be of great service in purchasing new high school books and make them securable to teachers and students. Any text issued by publishers of established reputation, and any text that even an author has faith enough in to publish should be at least accessible to the progressive teacher who is looking for new ideas. Of course, every high school teacher should have a private library, but in these days of brief tenure a high school teacher cannot find it convenient to have books that are not actually essential to his work. A high school library will help the teachers to better correlate their branches and keep in touch with all phases of the educational work.

California Federation of School Women's Clubs

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Ruth Isabell Swett

EXECUTIVE BUSINESS MEETING

St. Francis Hotel, Sept. 21, 1918.

The meeting of the Executive Board of the California Federation of School Women's Clubs took place at the St. Francis Hotel, San Francisco, at 10 a. m. Saturday, September 21, 1918, and was called to order by the president, Miss Margaret Burke.

Representatives were present from San Francisco, Oakland, Berkeley, Sacramento, San Jose and San Mateo.

Minutes of the previous meeting were read and approved.

Miss Burke reported on behalf of Miss Power, chairman of the Extension Committee, regarding prospective organizations at Salinas and San Luis Obispo. The Los Angeles Teachers' Club feels it inadvisable to affiliate with the State organization at the present time because of the expense necessitated by sending delegates. San Diego teachers, men and women, have organized in one body and for the present feel they should remain so organized.

Miss Ruth Swett, chairman of the Publicity Committee, reported upon the meeting of the California Women's Committee Councils of State and National Defense at Mills College.

Miss Burke introduced the subject of school finances and their sources. Mrs. O'Neill from Sacramento was asked to secure as much information as possible. It was considered advisable to have this information printed in leaflet form and sent to the various clubs; also to have some one speak on this subject at the next regular meeting.

After considerable discussion it was decided to have this meeting during the afternoon of November 16, place to be determined later by the Executive Committee. It likewise seemed most desirable to have the speakers on that day discuss the subjects that will be most necessary to advocate at the coming session of the State Legislature.

Bills for printing of Federation stationery and for use of hotel rooms were ordered paid. Motion by Miss Howe, seconded by Mrs. Fitzgerald.

A discussion upon San Francisco school charter amendment No. 37 was opened by Mrs. FitzGerald. Resolutions were introduced by Miss Bray. After further discussion, Miss Howe suggested that the Executive Board of the Federation voice its approval of these resolutions, that they might be considered in the light of a prelude to further and extended inroads upon the rights of teachers of the State.

It was moved by Mrs. O'Neill, seconded by Miss Swett, that this expression of the Executive Board be added to the resolutions and the whole be endorsed by the Executive Board of the Federation.

A resolution was introduced by Miss Bray and seconded by Mrs. Fitzgerald that the Federation support the principle: All things being equal, women should receive the same credit, treatment, and compensation as men.

Adjournment.

Respectfully submitted,
Elsie Northrup, Sec'y.

* * *

The Federation of School-Women's Clubs was invited to send a representative to the conference of the California Women's Commitee, Councils of National and State Defense, which was held at Mills College on September 11, 12, 13, 1918. The morning session, Thursday, September 12th, was devoted to educational problems arising from the war.

Mrs. Herbert A. Cable, chairman California Women's Committee, presided. The first topic on the program was Publicity. Miss Edna Kinard of the Oakland Tribune was the first speaker. She emphasized very clearly the fact that as this is a people's war the newspapers have an important educational work to perform in giving the people the facts and explaining to them their duties. Hence the newspapers are for news, not for monologues, essays and epic poems, and one who wishes space in the paper must have something to say and say it.

This was followed by the reports of publicity chairmen of various counties. They made the following points: Short articles published regularly are more satisfactory than long articles at intervals; an appeal should be made to local interests; space should be devoted to food conservation; posters and compositions can be contributed by the schools.

The most important contribution to the next topic, Library and Information, was made by Mr. Richards of Camp Fremont Library. He stated that many soldiers are reading as they never read before. Some of the most uneducated have become interested in certain technical subjects and intend to go to college when they have finished their service in the army. They read for pleasure mostly fiction, but essays, dramas and poetry are read to some extent. Books of travel, on Russia and Siberia, for instance, are very popular.

The principal speaker on the subject of education was Professor C. E. Rugh of the University of California. He discussed the education of girls in preparation for war work. For statistical work, girls need a more thorough business training than is given by the average business college. Practical psychologists are needed in the army, in welfare and in rehabilitation work. Civics, economics and chemistry are very necessary subjects of study for preparation in these lines. Girls should also be instructed in patriotism, in the real meaning of democracy—in a word, in the American's creed.

Professor Rugh also gave much information and answered questions on the S. A. T. C. of the University of California.

As the chairman, Mrs. Mila Tupper Maynard, was not present, Mrs. J. C. Crawford presided over the discussion of educational propaganda. The work of this department is to gather information regarding the history, issues and principles underlying the war and to assist interested persons and organizations in obtaining this propaganda. More information on this subject may be obtained from the State headquarters in the Ferry Building, San Francisco, or 719 South Hill street, Los Angeles.

Other vital and interesting subjects discussed in the conference were Americanization, industrial problems, social and child welfare, reconstruction and after-the-war problems.

* * *

The first meeting for the year of the Stockton School Women's Club was held Wednesday, September 25th. Committees were appointed and the work for the year discussed. In addition to the usual committees, one on war activities was appointed. This committee will be responsible for keeping close connection between the Red Cross and other war working bodies and the School Women's Club. The Stockton school women have assisted regularly on Wednesday evenings in the surgical dressings department. This special work is added to their usual educational activity. Their newly-elected president is Miss Ellen Patton, who is well known in C. T. A. circles. The club is looking forward to a year of helpful activity.

* * *

WESTERN SCHOOL NOTES

Major David P. Barrows, formerly dean of the University of California, is now with his regiment in Siberia.

The committee on "Thrift" of the N. E. A. has issued a bulletin on "Thrift" prepared by Arthur H. Chamberlain and others. It is a complete and effective presentation of the subject.

The San Francisco Teachers' Association is certainly making a record in presenting the weaknesses of the charter amendment No. 37. It is right that the teachers who represent the intelligence of the community should take part in the discussion of this important subject.

Principal Schoer of Healdsburg reports that his high school pupils, with an enrollment of 170, earned $14,446.90 during summer vacation, and that the pupils have invested in Liberty Bonds $9,226.50. This so far beats the record. Can any high school equal it?

Arthur H. Chamberlain, executive secretary of the California Council of Education, has issued a complete directory of all the educational organizations in California.

President H. G. Rawlins of Willows is arranging a fine program for the N. C. T. A., which meets at Sacramento from November 11th to 15th.

Bernard Street, aged 33, superintendent of Huntington Park Schools, was found dead by a searching party October 6. It is presumed that he shot himself accidentally while out hunting.

Frank G. Gainer has been appointed as principal of the Woodlake Union High School, to take the place of E. T. Brown, resigned, to enter war work.

Superintendent C. C. Hughes has arranged to have his teachers in session one day during the N. C. T. A. in order to give a demonstration on teaching physical education to the visiting teachers.

Superintendent Sabra R. Greenhalgh of Amador county has arranged to hold her institute at Sacramento with the N. C. T. A., November 11 to 15.

The Teachers of the San Mateo County Teachers' Institute voted "no" on the resolution of the reorganization of the schools providing for the appointment for superintendent of schools instead of election, as now. Perhaps the vote is a compliment to Roy Cloud, who has been elected without opposition the past eight years, and perhaps the teachers also have an abiding faith in the ability of the people of this Republic to elect its school officials.

Kate Donnelly of Plumas county has postponed her institute, which was to be held the week of October 14, indefinitely, on account of the Spanish influenza.

Superintendent Roy Cloud held his annual institute at Burlingame, October 7, 8 and 9. Among the list of lecturers were Dr. Amelia Reinhart, Signe Hagelthorne, Mrs. May Dexter Henshall, Miss Van Hagen, Mrs. H. A. Kluegel, Harr Wagner, W. J. Cagney, the able and progressive superintendent of Benito county. W. J. Savage of Colma made a delightful semi-humorous, semi-poetic response to the address of welcome. Superintendent Cloud presided and made the institute a great success. The singing of Otis Carrington was especially fine, and brought forth much applause. There were many interesting features presented.

The California School Masters held its annual banquet at 415 Bush street on Saturday evening, October 12th. Jas. T. Preston was the president of the evening; F. M. Hunter, city superintendent of Oakland, was the chairman, and H. B. Wilson of Berkeley was the speaker of the occasion. He spoke well and eloquently on the Americanization and naturalization of our schools. Mr. Wilson has a most wonderful gift of statement, and is able to analyze and qualify and elucidate and eliminate until the idea gets across as completely as if it were flung at us in Western cowboy English. In fact, one of the most interesting stunts that could be "pulled off" would be a debate between Dr. Wilson, with his logical and elaborate English, and Mike Donnelly, with his picturesque Sierra vocabulary. There was a little punch (no reference to Shasta still water) injected into the meeting by a motion to send a telegram to President Wilson asking him to refuse an armistice. Dr. Jenkins and J. W. McClymonds objected to the wording of the telegram. A committee finally fixed it up and there was "peace" in School Masters Club again. Roy Cloud, superintendent of San Mateo, will preside at the January meeting.

Wm. John Cooper, president of the bay section of the C. T. A. and superintendent of the Piedmont schools, Oakland, has been selected by the War Department as district business manager for California, Nevada and Utah, with offices in the Monadnock Building, for the education and special training of our fighting men. Mr. Cooper is well adapted for the purpose for which he has been chosen, and the Government is fortunate in securing the services of such an able and energetic man, who possesses both technical and business knowledge.

HON. WILL C. WOOD

To the Voters of California:

The office of State Superintendent of Public Instruction is a public trust, not lightly to be considered. It has to do with the education of a half million boys and girls of this great State. We are passing through the greatest transition that the American people have ever experienced. The schools are changing and reorganization is in the air. Shall this reorganization be hap-hazard and go-as-you-please, or shall it be directed? The head of an efficient State office will investigate these problems and thus help to direct reorganization along right lines. The head of an inefficient State office will "sit on the fence," balancing tweedle-dee against tweedle-dum to determine which will be best from the standpoint of the chief of the office.

If elected to the important office of State Superintendent of Public Instruction, I shall conduct that office on an efficient basis. My deputy and other assistants will be appointed solely on the basis of fitness for the office. I promise to give to all the schools of the State the same vigorous, forward-looking, safe and sane administration that I have given the high schools during my incumbency. "Courtesy" will be the motto and "Service" the watchword of the State office in case I am chosen at the November election. I ask your support on these grounds. Very respectfully,

WILL C. WOOD.

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Editorial

GERMANY'S PEACE OFFER JOCULAR, INSULTING, SERIOUS

If the war situation weren't so dreadfully serious and human lives were being snuffed out by the thousands, one could smile at the jocular elements in the peace proposal of Germany.

For instance, she now asks the President of the United States "to take in hand the restoration of peace," when in reality the President undertook that serious task some eighteen months ago, and now has some 1,300,000 emissaries of peace in Europe at the present time, and from all indications has the situation already pretty well in hand. The Kaiser seems to be a little tardy in his request. The fact, however, is leaking through the western front and may seep through the ivory domes of the warlords of Potsdam. A few air bombs dropped in Berlin might at least make an impression. . That's the jocular.

The insulting element lies in the fact that Germany does not yet consider the United States as a belligerent nation, but as a neutral to whom she can appeal as an arbiter of peace. It must be humiliating to all red-blooded Americans to be so considered. It is as though you stood before an antagonist ready to smash his face, and then have him patronizingly appeal to you to settle a score between him and some other fellow not quite so vigorous. The challenge should be to settle this score first and in so doing leave nothing else to be done. We will look after the other belligerents by giving the knockout blow.

The serious side is that thousands of men are being killed and the ordinary human heart responds to any hope to stop it. At the same time the intelligence must dominate the situation and devise ways and means of preventing future similar catastrophes, and if the situation calls for more blood let's have the courage to give it. The only peace treaty that Germany will recognize as being binding will be one written by the point of a sword dipped in blood and emblazoned on the fields and institutions on German soil.

* * *

THE PRESIDENT'S ANSWER DIPLOMATIC BUT DISAPPOINTING

Allied opinion on the President's answer to Germany's peace proposal is pretty well divided into equal classes. There was almost unanimous opinion that the proposal would be rejected, but the tone of rejection brought forth a divided response. Some of us are inclined to see things from one point of view and that with positiveness. It seems to us this way:

A bandit breaks into your house, robs your treasury, ravages your women and children, pillages your property, backs you up into the corner and demands of you the supreme sacrifice. At that point a neighbor approaches, the bandit weakens and you back him to the threshold of your door. He then proffers the hand of peace, reminding you of statements you made when he entered the house, you pause to ask him if he is sincere, what he means, if he is talking for himself or somebody else, and you will reserve your opportunity to kick him into eternity until he can give the matter further consideration.

That is the situation as it appears to a vindictive, pugnacious disposition. It is the situation as Theodore Roosevelt and thousands of American and Allied citizens see it.

It isn't the attitude President Wilson and probably the majority of public press and opinion take in the matter. The situation is one demanding statesmanlike composure. The world is a big thing, the issues at stake are tremendous, and some sort of a just balance must be maintained. Before this discussion comes from the press the crisis may have been reached and the surrender of Germany obtained. If so, well and good. Nobody wants any more bloodshed than is absolutely necessary to a just conclusion of the matter. God knows our boys who have died were innocent, and those who must die if the carnage continues are innocent and want a chance to live and play the game of life a little longer. President Wilson and the Allied leaders have thus far conducted affairs in a creditable manner, so let us of the more pugnacious type hold our peace and await the further development of the momentous situation.

* * *

SUPERINTENDENT OF PUBLIC INSTRUCTION EDWARD HYATT VISITS SOME OF HIS OLD PUPILS AND WRITES A CHARACTERISTIC LETTER TO HIS OLD HOME TOWN

October 24, 1918.

Mr. C. G. Kline, Editor San Jacinto Register, San Jacinto, California.

Dear Mr. Editor:—

If it be permissible, I should be glad to chat a little with your readers in the good old San Jacinto country in regard to some of the young people they have sent out into the world. This is always keenly interesting to me, and I have observed that it is also of absorbing interest to all my old friends and neighbors there.

The immediate occasion for speaking of it just now is that I have had letters from half a dozen of my old pupils within the last few weeks which have given some new pointers.

Many of you will recall a slender boy named Fred Fairchild, who was a familiar figure about school houses and streets in a blue suit—always quiet, well behaved and kindly to all. I was surprised to find that Fred has turned to a military life and is now a major, if you please, and is the medical officer in charge of a sanitary train at Camp Fremont. He expects to join the forces in France very shortly. The following paragraph from his letter with its reference to the little old military company in the San Jacinto school is most interesting and touching:

"I find the training I got in our little military company in San Jacinto has stood me in good stead. Wonder how many of the other boys are in the service?"

All the country there will remember Gertrude Hards, the talented dramatist and impersonator, who was the star of all our school exercises. Gertrude is now a resident of Kansas City. She is married to a capitalist of that place, so that her name is now Gertrude Hards Knox (not Gertrude Hard Knocks). She, tooo, has entered the war service of the United States, and was expecting orders every day to go overseas an an entertainer with the Y. M. C. A., to help in enlivening and cheering up the weary soldiers from the battle front.

A few days ago I saw a copy of a beautifully illustrated art magazine, published in Chicago, which had a leading article devoted to the art collection of W. T. Cresmer, whom you will recall as a typo in the office of the Register and also the Hemet News, and the reporter on the Riverside Enterprise. His private collection of paintings by American artists was described and illustrated as one of the most unique and remarkable in all the United States.

I called on Charley Stoddard at his handsome new home in Burlingame a few days ago. He is a mechanical engineer connected with the great shipbuilding yards of Moore Brothers, in Oakland. He has just returned from a business trip to Washington, D. C., and brought home the bacon in the way of government contracts for his firm amounting to some thirty-three million dollars, for which he had given contracts for about sixteen millions for materials. Rather big business, isn't it, for the boy who giggled in a rear seat in the old schoolhouse?

Everyone who went to school will readily recall Sena Koch, who lived down the avenue, near the Wardrobe place. Se has become one of the most experienced and capable kindergartners in all California, as well as a composer of music for children. She has taken a government place to go to France to direct the organization of a system of kindergartens in the devastated regions there—a very useful undertaking indeed.

In conclusion I will suggest this thought to the girls and boys who constitute the San Jacinto school now: These young people I have catalogued have made good—they are doing the world's work and are helping a great government in its most important activities. They have their hands full and they are worth while. Twenty-five years ago they were just like you are now—happy, care-free youngsters, familiar about the town. Twenty-five years hence you will take their places, and you yourselves will do well to think large and prepare yourselves for doing big things, too. Opportunities are not going to get fewer or smaller. This nation will have work and places for men and women a long time into the future.

I ought not to stop this letter without thanking the readers for the remarkable vote they gave me on election day. Really, I think it most wonderful that after I have been away for twenty years, my old friends and neighbors should yet remember and rally loyally to my support and give a vote greater than that of my two rivals combined. My thanks and gratitude are yours, and if ever in the future I can serve you, your children or your schools, I shall do it with all good will. Cordially yours,

EDWARD HYATT,
Superintendent of Public Instruction.

THE LATEST

Two men were discussing San Francisco charter school amendment No. 37 the other day, when one said: "The Sierra Ed. News is against us." The other answered: "What right has the editor of Sierra county to butt in on our educational problems?" The reply is, Vote No on Amendment No. 37.

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JUNIOR RED CROSS IN SCHOOL WORK

Mrs. Harry A. Kluegel, Bureau of Junior Red Cross, Pacific Division, American Red Cross

THE GREAT EDUCATIONAL WORK OF THE JUNIOR RED CROSS.

A conference was held in Washington, in January, 1918, attended by a committee of educators from the National Education Association, representatives of the American Red Cross, directors of Junior Red Cross, and heads of Government departments, including the Commissioner of Education. Resolutions were passed making the Junior Red Cross the co-ordinating agency for all war work in the schools, in order to avoid multiplicity of organization and consequent confusion.

In line with these National resolutions and in order to make this co-ordination a real and vital factor in their particular school system, similar resolutions were passed by the State Boards of Education of California, Nevada and Arizona. At an educational conference held in Carson City on August 26th, resolutions of approval were passed.

At a Junior Red Cross conference of 300 educators, held in San Francisco on August 31st, resolutions were passed endorsing the adoption of the Junior Red Cross program in the public, private and parochial schools of California, Nevada and Arizona. Telegrams from Governor Stephens of California and Governor Boyle of Nevada pledged the endorsement of their States for the Junior Red Cross. Archbishop Edward J. Hanna promised the co-operation of the Catholic schools.

* * *

The following resolutions were passed by the California State Board of Education on April 5, 1918:

"Whereas, the Junior Red Cross Auxiliary is national in extent, and

"Whereas, it is the purpose of those directing its activities to make it a permanent and not a temporary organization, and

"Whereas, as a national organization it has support from the Government, and

"Whereas, its work is of an educational character, bringing into play nearly every valuable activity of childhood, and substituting the high motive of patriotic service for those activities rather than rivalry or prizes or percents, stimulating to an American ideal of thrift, of sympathy and of service, all of which mean training children in citizenship as well as for citizenship;

"Therefore, the State Board of Education heartily approves the work of the Junior Red Cross and recommends that county and city boards of education as soon as possible modify their courses of study in such a way that Junior Red Cross work is definitely recognized as a part of the regular school work."

The following resolutions were passed by the Nevada State Board of Education on June 1, 1918:

"Whereas, the Junior Red Cross Auxiliary is national in extent, and

"Whereas, it is the purpose of those directing its activities to make it a permament and not a temporary organization, and

"Whereas, as a national organization it has hearty support from the National Government, and

"Whereas, its work is of an educational character, bringing into play nearly every valuable activity of childhood, and substituting the high motive of patriotic service for such activity rather than rivalry or prizes or percents, stimulating an American ideal of thrift, of sympathy and of service, all of which means training children in citizenship as well as for citizenship;

"Therefore, the State Board of Education approves the work of the Junior Red Cross and will later have prepared an outline of a brief course in such work to be recommended to Nevada schools for the coming school year."

Resolutions regarding the Junior Red Cross adopted by the Arizona State Board of Education, September 7, 1918:

"Whereas, the Junior Red Cross Auxiliary is national in extent and has received the endorsement of the National Government,;

"Whereas, it is a permanent organization;

"Whereas, its work is educational and envolves practical training in citizenship;

"Whereas, it represents the highest ideals of patriotic service, loyalty, thrift and sympathy;

"Therefore, the State Board of Education of Arizona approves the work of the Junior Red Cross, and recommends that a program of Junior Red Cross work be incorporated as a part of the regular school curriculum and that the organization be considered the co-ordinating agency for all war service in the schools."

Resolutions adopted at Educational Conference in Carson City, Nevada, August 26, 1918:

"Whereas, it is desirable that Junior Red Cross work be promoted and given every encouragement in the schools of Nevada, and

"Whereas, certain difficulties have been encountered by the national officers of the American Red Cross in evolving a basic plan suitable for all;

"Therefore be it resolved, That it is the sense of this conference that the State Board of Education should empower the school authorities of the state to substitute Red Cross work as laid down in the high school and elementary courses of study for manual training and domestic science whenever it is desired; and be it further

"Resolved, That the program for Junior Red Cross work in Nevada be held in abeyance until receipt of the plan devised by national officers of the American Red Cross and that such plan be then modified by the proper authorities to meet Nevada conditions wherever necessary."

Resolutions passed at conference in San Francisco, Saturday, August 31, 1918, attended by three hundred delegates from California, Arizona and Nevada, state, city, county, private and parochial officials, chairmen of chapters, and chairmen of chapter school committees:

"Whereas, Mrs. Harry A. Kluegel, Director , Bureau of Junior Red Cross, Pacific Division, American Red Cross, has had, ever since the assumption of the duties of her responsible position, a remarkably idealistic conception of the proper scope of Junior Red Cross activities;

"Whereas, for the realization of its noble possibilities she has given unceasing devotion and untiring service;

"Whereas, she has shown unusual ability as an organizer and administrator, and by her simple earnestness and fervor has, both in the West and Nation-wide conferences, taken a distinguished part in shaping the policy of the Junior Red Cross;

"Resolved, That this conference of the Junior Red Cross of the Pacific division expresses its earnest gratitude for her able work and leadership."

Resolutions

Whereas, the program of the Junior Red Cross having passed the experimental stage, furnished a basis for a reorganization of much of the work of the schools and supplies definite and worthy motives and many of the subjects now being taught;

Resolved, That we request all school board or other authorities charged with the duties of supplying courses of study to include in such courses of study the program of the Junior Red Cross;

Resolved further, That in carrying out the program of the Junior Red Cross all teachers be requested to emphasize the humanitarian and educational motives thereof;

Resolved further, That all county and city superintendents having charge of teachers' institutes and all persons having charge of the program at conventions of teachers of public, private and parochial schools be requested to provide definite recognition of the work of the Junior Red Cross in the program at such institutes or conventions.

Resolutions

Whereas, the teachers and supervising officers of the public, private and parochial schools, almost without exception, have cooperated whole-heartedly with the Director of the Pacific Division of the Bureau of Junior Red Cross and her assistance in the drive for 100 per cent membership in the Junior Red Cross;

Resolved, That we express our appreciation of such co-operation;

Resolved, That we endorse a lofty and patriotic sentiment expressed in the "American's Creed" prepared and read by Judge W. W. Morrow at this conference, and that we urge all teachers to emphasize such sentiments in the education of our young people;

Resolved, That a copy of these resolutions be sent to the National Director of the Junior Red Cross and to the leading educational journals of the Pacific Division.

Junior Red Cross Program

The problem confronting every teacher is, How can the demands of the present crisis for intensive training in citizenship, teaching of patriotism, and participation in war activities be met without unduly disturbing present procedure or interfering with the pupil's progress in his studies? These demands must be met, not by addition, but by substitution and adaption.

It was easy to understand, even in the earliest days of organization of the Junior Red Cross, that it made possible a most desirable co-ordination of all "war-time" activities in the schools; and now there is an ever-growing conviction that the introduction of this inspired idea may vitalize and motivate, in some fashion, practically every subject of the curriculum, in any type of school or community.

How this may be achieved the following outlines merely suggest. Each teacher will see, in the peculiar conditions of her own subject and school and community, a thousand new and interesting Junior Red Cross possibilities. And she will become, herself, so filled with the spirit of this modern religion of mercy, that her pupils will catch the contagion of her lofty enthusiasm and will never forget, no matter what tasks of school or home or community they may be about, that they have the high honor of membership in the greatest and most glorious organization the world has ever known.

Junior Red Cross hopes to promote—

1. Good citizenship.
2. International good-will.
3. Strengthening of national ideals.

I. Educational:

a. Red Cross courses, for secondary schools.
   1. First aid.
   2. Elementary hygiene and home care of the sick.
   3. Dietetics.
   4. Eelementary first aid for elementary schools.
      (Textbook being prepared by Dr. Kerr of Pittsburg.)

b. Student nurse cadet corps. (See Bulletin No. 44.)

c. Sanitary and health program. (Outline and text being prepared,)

d. Educational courses. (Correlate all Junior Red Cross ideals and activities with the regular curriculum in secondary and elementary schools.

e. Americanization. (Circular distributed.)

f. International correspondence. (Circular distributed.)

Manuals, now in press in Washington, to be received after September 1.

II. War Relief Activities:

(a) Red Cross supplies.
   Junior Red Cross must adhere strictly to production orders.
   1. Regulated production.
      (a) Problem of materials.
      (b) Problem of transportation.
      (c) Orthopedic division of the medical department.
   2. Allotments — Chapter school committee periodically receives allotments from chapter and division bureau. Nothing is to to be made for which an order has not been given.
   3. Inspection.
      Junior Red Cross inspection committee must pass on every article before sending to chapter.

(b) Manual training.
   Allotments sent from Division Bureau. Nothing can be made for which an order has not been given.
   1. Red Cross furnishings. About 4,000 pieces have been completed, covering 26 houses. There are 24 more houses to be built. Working drawings printed in Teachers' Manual.
   2. Nurses' house furniture. Fifty nurses' houses to be built. Furniture for these, plus amount of furniture for Red Cross houses, will equal 15,000 pieces. Specifications of these to be printed.
   3. Red Cross work-room furniture. This includes demountable table, cutting tables, costumers and storage cabinets. Specifications printed in Teachers' Manual.
   4. Army supplies.
      a. Orthopedic division of the medical department. Schools are to make, temporarily, peglegs, crutches, bed trays, and writing desks.
      b. For the division of curative hospitals, bed-table for use in learning new occupations.
      c. For the medical supply department, standard packing boxes, potato mashers and an unlimited supply of wood veneer splints, tool chests and bed boards. An order for 500,000 bed-side tables for France has come in. Of these the Pacific Division has been given 15,000.
   5. Industrial art.
      a. Toys—a new national industry; specifications are in Teachers' Manual.
      b. Foreign lace making. The allotments given by chapter school committee. To be sold in shops, bazaars, etc., for Red Cross funds.

Service.

1. Home service.
   a. Manual.
   b. Letter writing.
2. Canteen service.
3. Camp service.
4. Chapter service.
   (Circular distributed.)

Note: The above are given through instructions from chapter school committee.

III. War Winning Activities:

1. Government service.
   a. Food production—pig clubs, etc. (See ARC.)
   b. Food conservation—chapter and division program.
   c. Liberty Bonds.
   d. War Saving Stamps.
2. Conservation. (Circular distributed)
3. Civic and community service. (Circular distributed.)
4. Library service.
5. Printing. (Allotments from chapter school committee.)
6. Entertainments, pageants, etc.
7. Public speaking. (Training Junior Red Cross "Four-Minute Men.")

* * *

Subject: Serial Lesson Outline System

To the Chairmen of All Chapter School Committees:

A series of lesson outlines on various subjects is being prepared as a basis for Junior Red Cross study. These outlines will be based on current Red Cross calls to a certain extent. Each subject will have a lesson number. For example:

Series III is based on conservative work. Lesson I of Series III concerned the collection of materials for gas masks. This was sent to all chapters at the same time that they were asked to save fruit pits and nut shells. Other lessons will follow as they are required.

These series are supplementary to the Manual which is now being printed in Washington and which will be sent to all chapters as soon as it is received by this bureau. They are merely suggestive outlines and they are to be amplified by the teachers using them.

Student Nurse Cadet Corps

In order to have nurses properly equipped to meet the emergency which is now arising, both at home and abroad, we are asking your co-operation in adding the Junior Red Cross Student Nurse Cadet Corps to your curriculum.

The following program of co-operation has been arranged between Miss Anna C. Jamme, director of the Bureau of Registration of Nurses of the California State Board of Health and Inspecting Nurse of the military hospitals under the Surgeon General of the Army, and Mrs. H. A. Kluegel, Director of the Junior Red Cross, Pacific Division, A. R. C. This is to be a part of the Junior Red Cross program in secondary schools—public, private and parochial. This program has been endorsed by the California League of Nursing Education. Where these courses have already been installed in secondary schools it merely means that emphasis be placed on their value at this time. Where this has not been done may we ask your co-operation in having these courses installed?

The theoretical and practical courses of instruction cover a period of three years and are divided as follows:

a. The theoretical preparatory.
b. The professional training.

The theoretical preparatory may be obtained in an accredited college, junior college, or high school, or in a private school of approved secondary standing, or in a hospital which has a school of nursing in connection. This portion of the course must include the required subjects and will carry a weight of six months' credit in accredited California hospital training schools.

The professional training must be obtained in an accredited hospital, or hospitals, or institution for the care of the sick approved by the State Board of Health and shall consist of experience and instructions in the care of medical, surgical, obstetrical patients and of sick children.

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1. Chemistry—1 unit..

Includes a general survey of inorganic chemistry and first principles of organic chemistry and laboratory work. The requirements represent at least two class periods a week throughout one year of thirty-two weeks, including laboratory work.

2. Biology and Physiology—1 unit.

Includes functions and composition of living things with special attention to animal physiology, human anatomy and physiology. These requirements represent at least two class periods a week throughout the year of thirty-two weeks, including laboratory work.

3. Nutrition and cookery—1 to 2 units.

Includes the fundamental principles of physics and household chemistry. Chemistry and physiology of digestion, chemical composition of foods; fuel values in food. These requirements represent at least two class periods throughout one year of thirty-two weeks and includes laboratory work.

4. Elementary Hygiene and Home Care of the Sick.

Is to be given according to requirements of the Bureau of Nursing of American Red Cross. This is not obligatory, but is very highly recommended by the State Board of Nursing and the Bureau of Junior Red Cross.

Health and Sanitation Program.

To the Chairmen of All Chapter School Committees:

By co-operation between the Bureau of Junior Red Cross of the Pacific Division and the State Boards of Health, a plan has been perfected by which a series of lesson outlines will be sent to each chapter as part of the health and sanitation program. The outlines will be issued once each week in sufficient numbers for distridution to each school under the jurisdiction of a chapter. The first lesson will be issued within a few days.

One branch of this health and sanitation program which will prove very interesting to pupils in the elementary schools is the work of the Modern Health Crusaders. This work is to be incorporated immediately as part of the Junior Red Cross program of the Pacific Division. Full and specific details concerning all phases of this work will be sent as soon as the necessary information from the chapters reaches this office.

Modern Health Crusaders are Junior Red Cross members between six and sixteen years of age who qualify for recognition by doing official health chores under the supervision of the chapter school committees.

Regular meetings will be held each month in order to inspire and continue an active interest in the work. The schedule planned is as follows:

October—Care of teeth. Tooth-brush drill. Care of nose and throat.

November—Care of eyes, ears, skin and scalp. Baths.

December—Tuberculosis and respiratory diseases. How to prevent colds. Red Cross Christmas seals.

January—Home and school gymnastics. Folk dances. Organized play in winter.

February—Fake cures and real medicine. Fresh air, wholesome food, exercise, rest. Methods of outdoor sleeping.

March—Nervous system. Influence of mind on health. Cheerfulness, anger, courage, purity.

April—Fly, mosquito and vermin campaigns. Clean-up work.

May—What and how to eat and drink. Regularity. Weight. Food protection. Clean hands. Typhoid fever.

June—Temperance. Alcohol, tobacco, injurious soft drinks.

July—Patriotism of health. Marching or military drill. Care of feet.

August—Outing or picnic. Field athletics and organized play.

September—First aid to the injured. Posture.

A sample copy of the "Record of Health Crusaders" for daily reports from members is enclosed. In order to complete the plan it is necessary to provide one of these "Records" for each pupil in your elementary schools.

Will you co-operate by reporting immediately the exact number of copies which will be needed for all the schools in your district?

Junior Red Cross Americanization Program

1. Americanization of the immigrant.

(Read "Americanization of the Immigrant," by Harry H. Wheaten, director of the "America First" campaign, p. 66, A. R. C. 604, for inspiration and suggestion.)

a. Instill ideal of service rather than ideal of personal gain—as American ideal.
b. American liberty and its responsibilities.
c. "Liberty is not license."
d. Learning to speak, read and write the English language—a patriotic duty.

2. Americanization of the American. See Civics.)
   a. Red Cross ideal is fundamental ideal of the American people.
   b. Loyalty to heritage of American history.
   c. Loyalty to heritage of democratic ideal.
   d. American liberty and its responsibilities.
   e. Universal brotherhood.
   f. America the "Promised Land" to the immigrant.
   g. Responsibility of native born American to immigrant brother.
3. International Understanding.
   a. Letters to adopted "little brothers and sisters of France.
   b. Letters to Italian school children.
   c. Letters to English school children.
   d. Letters to Canadian school children.
   e. Letters to school children of South American countries.
4. Renaissance of Democracy as exemplified in Renewal of Interest in Study of American Literature.
   a. Study of American poets.
   b. Study of American fiction.
   d. Study of American philosophy.
   d. Study of American music.
   e. Study of American art.

Use every school house as a center of patriotic service. The democracy of childhood is a powerful force in promoting democracy of adult life.

1. Junior Red Cross members are urged to volunteer to teach English to foreigners.
2. Teach reading and writing to illiterates.
3. Teach classes in night school, stressing instructions on American philosophy, ideals, etc., what we are fighting for, current events and other necessary war propaganda. (Especially adapted to rural school centers.)
4. Invite parents regularly to schools for Red Cross programs and exhibits, reading Red Cross reports, explaining what is wanted and why it rests with every school to awaken every patron to a realization of:
   a. What Red Cross is.
   b. What it means.
   c.. What and how its needs must be supplied.
5. Develop Senior Red Cross auxiliaries from these patrons, especially foreign women, allowing them, if possible, to work at the school building.
6. Co-ordinate between nationalities in one line of endeavor, work and play. For example, orchestras of many nations, debating teams, basket-ball teams, manual training work and educational programs.

Junior Red Cross—International Correspondence

In order to promote international goodwill through a mutual knowledge and appreciation—which is world friendship—arrangements have been made with the British, French and Italian consuls for correspondence between the Junior Red Cross members and the school children of Great Britain, France and Italy.

It is hoped that this program of letter writing will be installed at once in the schools of the Pacific Division. These letters should be an interpretation of American home, school and community life, telling especially the conditions existing here during the war—how people respond to the call for service and to the demands for modified living, also explaining American doctrines—"Why the United States entered the war," etc.

The letters accepted by the chapter school committees should be sent to the Pacific Division, Junior Red Cross. From here they will be sent to Italy through the Dante Alleghretti Society, to Great Britain through the Over Seas Club and to France through the Ministere de l'Instruction Publique, Paris. For the present, the answers to these letters will be sent to the chairman of the chapter school committee, by the Bureau of Junior Red Cross of the Pacific Division, for distribution to the Junior Red Cross members to whom the answers are addressed.

Relation of Junior Red Cross to Campaigns for Thrift and Salvage

The great value to be derived by the Juniors from the conservation campaigns lies in the information which is gained and in the habits which are formed.

A right handling of the conservation program should:

1. Teach a habit of thrift, which is an appreciation of the value of small things:
   a. Saving in order to give to the Red Cross.
      1. Value of self-denial to the individual.
      2. Value of small amounts to the Red Cross.
   b. Thrift in care of food, clothes, leather, tools, farm implements, etc., a patriotic duty.
   c. Thrift in use of oil, coal, gasoline, electricity, gas, etc. Helps in conservation of these products, hence a patriotic duty.
   d. Thrift in saving of money adds to per capita wealth in nation, hence a patriotic duty.
   e. Saving that needy communities may be cared for a Red Cross ideal.
   f. Encourage help for the Government as expressed by:
      1. Thrift stamps. Buying Thrift Stamps in time of war a patriotic duty.
      2. War Saving Stamps. Buying War Savings Stamps in time of war a patriotic duty.
      3. Liberty Bonds.
2. Stimulate a knowledge of minerals, industries, economic questions of supply and demand, economic questions of markets and transportation.
3. Distinguish essentials from non-essentials.
4. Conserve time, energy, money as well as materials.
5. Stimulate a knowledge of labor questions.
6. Stimulate a discrimination in food purchase.

Junior Red Cross Lessons—Series No. 2, Lesson 1

Subject: Commission for Relief in Belgium.

The following program is suggested to be incorporated as a part of Junior Red Cross program during the week from September 30-October 4. During the week September 23-30, a campaign for the collection of clothing for the Commission for Relief in Belgium was carried on. It is desirable to stimulate an interest in the history of Belgium. It is asked that this outline be made the basis for Junior Red Cross study in every Junior Red Cross auxiliary of every chapter during the week of September 30-October 4.

A. History:
1. Make Belgium the subject of the history lesson.
2. Make Belgium the subject of the geography lesson.
3. Study Belgium's fight for liberty.
4. Study the lives of:
   a. Cardinal Mercier.
   b. General Lemon.
   c. King Albert.
   d. Herbert Hoover.
   e. The brothers Van Eyck and Van Arteveldt.
5. Form of government.

B. Industries:
1. Mining:
   a. Coal—Mons, Liege, Limburg.
   b. Iron.
   c. Manganese.
   d. Lead..
   e. Zinc.
2. Metal industries:
   a. Iron and steel works of Charleroi.
   b. Iron and steel works of Liege.
3. Quarrying:
   a. Marble.
   b. Granite.
   c. Slate.
4. Textiles, chiefly in Flanders:
   a. Woolen materials.
   b. Cotton materials.
   c. Lace making.
5. Agriculture.
6. Commerce—chiefly imports.

C. Literature:
1. Adolphe Mathew (1802-1876).
2. Charles de Coster.
3. Camiele Lemonnier.
4. M. Warlomont (Max Waller).
5. Georges Eekhoud (Flemish).
6. Maurice Mateterlinck.
7. "In Flanders' Fields."
8. "High Summer"—Katherine Tynan.
9. "Belfry of Bruges"—Longfellow.

D. Art:
1. Royal Academy of Fine Arts at Antwerp.
   a. Brussels.
   b. Antwerp.
   c. Ghent.
   d. Liege.
3. Lives of:
   a. Rembrandt.
   b. Rubens.
   c. Brothers Van Eyck and Van Arteveldt.
4. Cathedrals:
   a. Liege.
   b. Brussels.
   c. Antwerp.
   d. Louvaine.

Junior Red Cross Lessons—Series No. 3, Lesson 1

Subject: Collection of Materials for Carbon for Gas Masks.

The United States Government has asked the Red Cross to conduct an active campaign for the conservation of all materials which can be used in making carbon to protect our men from German gas attacks. In order to increase interest in this undertaking the following outline is suggested for study by every Junior Red Cross Auxiliary in the Pacific Division:

A. History of the use of poison gas in warfare.
   1. Kinds of gas.
   2. Results of the use of various kinds.
   3. Methods of making different kinds.
   4. Materials used.
   5. International rulings.
   6. International usages.

B. Methods of combatting poison gas.
  1. Preventive measures.
    (a) Warnings, many and ingenious.
      1. Mice.
      2. Birds.
      3. Other animals.
      4. Sirens.
    (b) Masks for men and animals.
      1. Materials used.
      2. Patterns used in different countries.
      3. Conditions of making—labor, sanitation, etc.
  2. Remedies.
C. Substitutes for usual materials.
  1. Fruit pits and nut shells are very common and easily obtained.
  2. These products are otherwise wasted.
  3. Many hotels, restaurants, fruit dealears, etc., can supply enormous quantities.
D. Bibliography.
  1. Literary Digest.
  2. Independent.
  3. Current Events.
  4. World's Work.
  5. Scientific American.

Junior Red Cross Lessons—Series No. 4, Lesson 1.

Subject: Correlation of Junior Red Cross with commercial subjects.

I. Mathematics—Red Cross Problems:
  a. Funds.
  b. Interest on reserve funds.
  c. What are legitimate expenses.
  d. How expenses are met.
  e. Amounts expended in the different countries and how apportioned.
  f. Cost of Shipping.
  g. Calculation of shipping space.
  h. Amounts and costs of materials required for production.
  i. Relief in foreign countries.
  j. Home service.
  k. Lumber required for Red Cross furniture; packing boxes.
  l. Problems of salvage.
    (Market prices, shipping costs, economic value to nation, etc.)
    (See Economics.)
    (See Salvage.)
  m. Exchange.
    (Study relation of money value in different countries,)

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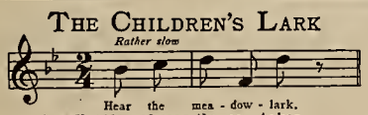

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Vol. XXIV, No. 11 SAN FRANCISCO, NOVEMBER, 1918 Price, 15 cts.

MEETINGS

Bay Section the California Teachers' Association; Wm J. Cooper, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, F. H. Boren, Lindsay, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the Califnroia Teachers' Association; E. E. Brownell, Gilroy, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Charles A. Whitmore, Mrs. Agnes Ray, George W. Stone.

The Western Journal of Education

HARR WAGNER, Managing Editor.
CHAUNCEY M'GOVERN, Associate Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Washington Irving School, San Francisco, Associate Editor.

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EDUCATIONAL PREPARATION FOR FOREIGN SERVICE

By John Clausen,
Vice-President the Crocker National Bank of San Francisco

Special Collaborator in the Bureau of Education, Department of the Interior, Washington, D. C.

(Written exclusively for The Western Journal of Education)

There is a very general acknowledgement that education is as essential to business as it is to other departments in life, and viewing the subject from thatstandpoint it becomes apparent that a necessity exists for training our young element in the early stages of their development for the labors which devolve upon them when at manhood they enter upon an active business career.

Our attention is daily called to the scarcity of available men, who in a competent and honorable manner are qualified to occupy positions of trust and responsibility. To meet this crying demand of the commercial world, too little importance is given to the necessity of finding a common ground on which the business man and the educator can meet and solve the great problem for a better co-operation in the national movement of fostering trade relations. In this period of our civilized development we must not only be impressed with the thought of betterment, but with the material means to engender that thought into practical application and effect, and consequently every encouragement should be given the matter of providing for the establishment of classes in our schools to pursue regular studies for commercial and intellectual relations among the various peoples of the world.

The interest shown by our young men in any subject pertinent to foreign trade, forcefully reveals the necessity of educational preparation essential for the study of business fundamentals. A young man with a theoretical commercial training and linguistic attainments, would without doubt prove of infinitely more value to his employer in many fields, than one who lacks such qualifications. The business world today is vitally interested in these problems, for it is a well accepted fact that no organization can succeed in a material degree whose workers are not efficient.

We often wonder why a business concern does not prosper or advance in the same measure as another, and the reason can generally be attributed to the lack of fundamental business principles and training, which is not readily acquired during the active strife for a place in the business world. Educational proficiency in the widest sense of the word stands out as the key of industry, without which the best meant efforts to reform and our earnest desire to grow, will be of little avail. New methods as well as new leaders are to be chosen. Timely preparation, therefore, with well directed studies of the fundamentals of business is an absolute necessity and stands for success.

Committee of Fifteen on Educational Preparation for Foreign Service

Prominent men of business, education and government, have been discussing for the past few years at public gatherings and in the press the question of preparedness on the part of this country for service in the foreign field. Such agencies as the United States Chamber of Commerce and the National Foreign Trade Council have appointed committees to investigate the needs and opportunities in preparation for this service in both its consular and commercial phases, while the Bureau of Foreign and Domestic Commerce of the Department of Commerce has been deeply interested for some time in the same question.

The Commissioner of Education of the United States called a conference in Washington for December 31, 1915, during the sessions of the Second Pan-American Scientific Congress, to discuss the matter from every angle. Following this meeting a Committee of Fifteen composed of representatives of institutions, educational and commercial, interested in foreign service, was designated to investigate fully this question; to ascertain the needs on the part of business and Government and the present opportunities in the schools for meeting these needs; to study plans, methods, and results of commercial education of the leading commercial nations; and to recommend to the Bureau of Education adequate courses of study for the different types and grades of schools in the United States, and to make suggestions for the introduction and adoption of the same.

The Commissioner of Education appointed the following members to serve on the permanent committee which is charged with the duties of continuing by investigation the work of the conference, and to consider matters relating to an educational policy or program helpful in determining satisfactory training for foreign service:

Dr. Glen Levin Swiggett (chairman), specialist in commercial education, Bureau of Education, Washington, D. C.

E. D. Adams, professor of history, Leland Stanford, Jr., University, Stanford University, California.

Sheldon O. Martin, research expert, American International Corporation, New York, N. Y.

Morton A. Aldrich, dead College of Commerce and Business Administration, Tulane University, New Orleans, La.

Samuel McClintock, director La Salle Extension University, Chicago, Ill.

James H. Carter, vice-president the National City Bank of New York, New York, New York.

Samuel B. McClintock, chancellor University of Pittsburgh, Pittsburgh, Pa.

John Clausen, vice-president the Crocker National Bank of San Francisco, San Francisco, Cal.

Hon. Leo. S. Rowe, assistant secretary of the treasury, Washington, D. C.

James G. Egbert, director School of Business, Columbia University, New York, New York.

Charles H. Sherrill, brigadier-general, office of the adjutant general, Albany, N. Y.

J. F. Fish, president Northwestern Business College, Chicago, Ill.

C. D. Snow, assistant chief of the Bureau of Foreign and Domestic Commerce, Washington, D. C.

Jeremiah W. Jenks, professor of government, New York University, New York, New York.

John E. Treleven, School of Business Administration, University of Texas, Austin, Texas.

TEACHERS' ASSOCIATION OF SAN FRANCISCO

The publicity committee of the Teachers' Association, working against School Amendment 37, held a number of meetings previous to the closing of the schools. Splendid reports were given from the various committees of the intensive campaigning that was being carried on.

The committee on public speaking reported that the speakers from the school department had been addressing two or more gatherings every evening and with one exception was most favorably and enthusiastically received.

When the schools closed for the mid-term vacation the members of the Teachers' Association felt they had no time ti take a holiday—they must work for the defeat of Amendment 37.

But they had reckoned without their host. While one one of their vacation days, October 15, they were holding a spirited meeting of the publicity committee in the auditorium of the Redding school, a miserable little sticky germ had crossed the Rockies and was climbing over the Sierras to cast the pall of influenza over the city. The Board of Health forbade the reopening of the schools, and a ban was placed on all public meetings. The hearts of the publicity committee sank. Then came the call for teachers to help in the hospitals and in the homes. What had seemed of paramount importance a few days before was forgotten. The amendment headquarters were deserted. The "Vote No" cards and the telling "literature" were piled high; even the phones were out of commission. Only the printing bills and the publicity man came in regularly. Then the paid advertisements of the Public Education Society began to loom up in the daily papers, bold and untrue. Teachers ran in for a few minutes to carry away cards to mail to their friends. The T. and D. circuit had offered the use of their screens, but the "movies" were closed. Every day the paid advertisements grew more audacious and more untrue. Sunday, November 3, President Altmann sent out a call for the advisory officers of the publicity committee to meet him at the Palace hotel, where the following resolutions were adopted:

"Whereas, certain recent anonymous political advertisements, false in fact and libelous in inference, have appeared in the daily papers in support of Amendment No. 37, and,

"Whereas, the libels consist of attacks on the integrity and professional honor of the public school teachers of San Francisco, charging them with being under the control of a political boss, and asserting that the voluntary contributions of the teachers to the publicity fund of of this association were an official extortion, and that not in one school, but in many, the teachers have used the children under their care for the spread of political propaganda, and,

"Whereas, for the past three weeks the schools have been closed, and the teachers, instead of campaigning for the protection of the schools and the children against the iniquities of Amendment 37, have in response to the call of humanity been caring for the sick and the dying in our stricken city;

"Be It Resolved, that we, the advisory officers of the publicity committee of the Teachers' Association of San Francisco, denounce the falsity of these statements and the malice of those responsible for these public assaults, and we call upon them to come out into the open and substantiate their statements with legal proof; and be it further

"Resolved, that we call upon the citizens of San Francisco to rebuke these mendacious statements by voting 'No' on Amendment 37."

On the following Tuesday the proposed school Charter Amendment No. 37 went down to ignominious defeat.

The defeat of Amendment 37 was an indorsement of the splendid work the teachers are doing in the education of our children. The proponents appealed directly to the parents of the children and reflected on the good work of the schools.

The teachers want better schools, the parents want better schools, the Board of Education and the Superintendent want better schools. This will come through better financial support of the schools, through encouragement of the professional work of the teachers and stopping the cry of "politics" every time the teachers make a stand for civic betterment and for forward looking administration of every department of our Government.

FRANCES A. C. MOONEY,
Secretary.

THE NEW LIST OF ELECTED SUPERINTENDENTS

Superintendent of Public Instruction, 1919-22,
Will C. Wood, Sacramento.

County	Name	Address
Alameda	Geo. W. Frick	Oakland
Alpine	Mrs. Eugenia M. Bruns	Sheridan, Nev.
Amador	Mrs. Sabra Greenhalgh	Jackson
Butte	Mrs. Pearle Rutherford	Oroville
Calaveras	Teresa Rivara	San Andreas
Colusa	Perle Sanderson	Colusa
Contra Costa	Wm. H. Hanlon	Martinez
Del Norte	Jos. M. Hamilton	Crescent City
El Dorado	E. J. Fitzgerald	Placerville
Fresno	C. W. Edwards	Fresno
Glenn	S. M. Chaney	Willows
Humboldt	Robert A. Bugbee	Eureka
Imperial	A. P. Shibley	El Centro
Inyo	Mrs. M. A. Clarke	Bishop
Kern	L. E. Chenoweth	Bakersfield
Kings	Miss M. L. Richmond	Hanford
Lake	Minerva Ferguson	Lakeport
Lassen	Mrs. Julia Norwood	Susanville
Los Angeles	Mark Keppel	Los Angeles
Madera	Craig Cunningham	Madera
Marin	Jas. B. Davidson	San Rafael
Mariposa	John L. Dexter	Mariposa
Mendocino	Roy Good	Ukiah
Merced	Belle Gribi	Merced
Modoc	Mrs. Nettie B. Harris	Alturas
Mono	Mrs. A. M. Hays	Bridgeport
Monterey	Geo. Schultzberg	Salinas
Napa	Lena A. Jackson	Napa
Nevada	Elizabeth Richards	Nevada City
Orange	R. P. Mitchell	Santa Ana
Placer	Irene Burns	Auburn
Plumas	Mrs. Kate L. Donnelly	Quincy
Riverside	Raymond Cree	Riverside
Sacramento	Carolyne M. Webb	Sacramento
San Benito	W. J. Cagney	Hollister
San Bernardino	Mrs. Grace C. Stanley	San Bernardino
San Diego	John F. West	San Diego
San Francisco	Alfred Roncovieri	San Francisco
San Joaquin	John W. Anderson	Stockton
San Luis Obispo	Robert L. Bird	San Luis Obispo
San Mateo	Roy W. Cloud	Redwood City
Santa Barbara	Mamie V. Lehner	Santa Barbara
Santa Clara	Agnes Howe	San Jose
Santa Cruz	Cecile M. Davis	Santa Cruz
Shasta	Mrs. Charlotte Cunningham	Redding
Sierra	Belle Alexander	Downieville
Siskiyou	Kate Ford	Yreka
Solano	Dan H. White	Fairfield
Sonoma	Ben Ballard	Santa Rosa
Stanislaus	A. G. Elmore	Modesto
Sutter	Lizzie Vagedes	Yuba City
Tehama	Mamie B. Lang	Red Bluff
Trinity	Lucy Young	Weaverville
Tulare	J. E. Buckman	Visalia
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George Morris Phillip, L.L. D.

principal of West Chester, Pa., State Normal school, and author of the Silver Burdett arithmetics. Dr. Phillip recently visited California and those who met him were charmed with his personality. He is a lecturer of fine ability and it is unfortunate that the California teachers were not given an opportunity to hear him. It is possible that arrangements may be made to have him on the program at some of the future meetings of the C. T. A. Dr. Phillip in addition to his scholarly attainments has during his life met practically all the great platform men of the past thirty years, and has a very large collection of first edition autographed books, personal letters, etc., of the literary men of our time. He is interested in California, not only on account of having a daughter a resident of Berkeley, Mrs. Chandler, but through a love of our literature, history and natural scenery.

ASSEMBLY BILL 1013 IS DEAD

Mark Keppel

After eighteen months' work the educational forces of the State have killed A. B. 1013, or No. 17 as it was known on the ballot. The substitute bill, No. 18, was defeated also, but not through any fault of the educational forces of California. They supported it loyally. They kept the faith. It received many thousands more votes than were cast for No. 17. Many of the teachers supported the bill reluctantly, because they were afraid it might not work according to expectation, and because it contained a provision for an autocratic and undemocratic State Board of Education.

The defeat of both measures leaves the school situation as it was before the Legislature of 1917 convened.

The Committee of Fifteen express to the teachers and the friends of education throughout the State of California its heartfelt and most grateful appreciation and thanks for their brave, self-sacrificing and heroic work in behalf of the schools.

AN EDUCATION WHERE NEEDED

By C. L. Martzolff

For some reason we had looked upon the International Harvester Company as a "bloated octopus", with its radiating tentacles stretching out to gather in the "plain people" and devour them. While no doubt its chief purpose is, naturally, to gather in, yet it performs another function equally well—that of handing out. It is the latter feature with which this article concerns itself. The occasion for the above change of heart occurred recently in an Ohio county teachers' institute, where the writer was one of the lecturers. His colleague for the week was a young woman, a college graduate, representing the extension department of the above-named "trust".

We listened to her several lectures, saw her demonstrate the charts, looked at the pictures she threw on the screen, read the bulletins she handed out, and we were tremendously surprised at the high-grade of informational material furnished the American people, especially the farmers, by this corporation.

The work is new, only about three years old, we are told, yet it has done and is doing an immense amount of good to this country, and the American people should know about it.

Perhaps there has been nothing within the past two decades in which so much advance has been made as in scientific farming. Things which twenty years ago were considered only vagaries have given way to positive knowledge. Then, if a crop failed, the cause was attributed to the weather. Today the successful farmer cares less for capricious weather and more to preparing seed beds, securing good seed grains, giving the right cultivation, selecting pure breeds and properly caring for and adapting the crops to the soil. The farmer can reasonably omit from his prayer, "from drouths, good Lord, deliver us", if he substitutes for it the petition that he be given wisdom to use the knowledge at hand prepared for his benefit. The above statement is not given in a spirit of flippancy or irreverence.

So rapid has been the progress toward better farming within these years that our agricultural experts and experimenters might cease their investigations for a quarter of a century, till the world could catch up to them. We know enough now along these lines that if our knowledge were extended and disseminated, we could increase the agricultural resources a hundred per cent in ten years. "But, aye, there's the rub."

The facts are that we today need less new knowledge than we do the utilization of that we already have within our reach. The greatest educational forces in the near future will be those which carry to the people that which is now held by the comparatively few. Talk of your monopolies! There has been no such monopoly as the educational one. The few, only, had it in their possession. In spite of our boasted school systems, with their splendid high schools and colleges, including agricultural and technical institutions, the rank and file of the people cannot keep up. This means our educational scheme has become top-heavy. At one time we thought the beginning and end of education was the training of the intellect alone, and those lacking this essential qualification were considered "undesirable citizens" in the Kingdom of Knowledge. All efforts to train them were considered a waste of time.

At last some one discovered that the Heart and Hand might be trained also, and a change slowly crept into our curricula. A man can be reckoned as educated now if he does not know a "furrin" language or is unlearned in "integral calculus."

So for a long time the popular idea prevailed that education was for the few. The higher on the scale, the more money was spent. Village schools needed to be better than rural schools, and city schools better than those of the village. High schools received more support per capita than the elementary, while seminaries, colleges, universities and technical schools have had their millions lavished upon them. The time is about here when some of this effort and some of this money must be used to carry out to the people the available knowledge, so organized that all can assimilate it. Because a man has reached the age when it is impractical for him to attend an educational institution is no argument why his education should be neglected. Something must and can yet be done for him. The most feasible and practical form which this extramural education takes is what is known as Educational Extension in some of its many forms.

Numerous colleges and universities, including various correspondence schools, have successfully attacked the problem, but all that has been and all now being done is but a drop in the bucket in comparison with what might and should be accomplished in this field. Often have we wondered why some millionaire, who is casting about for a worthy cause upon which to bestow his millions, does not hit upon the idea of establishing an Extension University, whose office it would be to popularize and disseminate such knowledge as would function into the lives of men and women today.

Such a task has the International Harvester Company set for itself. Abundant evidence is at hand as to its success. The amount of money the company sets aside annually for this purpose we do not know, nor is it essential that we should know. Who the head of the department is does not matter, for he seems to understand his business. "By their fruits ye shall know them."

It seems that one of the features of this auxiliary organization is "campaigning." A force of men and women equipped with charts and lantern slides, descends upon a region, let us say a county, after a preliminary publicity campaign has started things. Meetings are held, day and night, wherever a sufficient number of people can be assembled. The subjects cover a wide range, but all are pertinent to the direct needs of the people. They talk about sanitation, better homes, "swat the fly," soil testing, fruit and vegetable canning, et cetera. And above all, they aim to show the people how to utilize their environment and make the most out of it. They attempt to point out the possibilities of the region. Frequently it is the man from the outside who can the better see things which we might use to our advantage. Few of us make the most of our surroundings anyway. We usually wait until some one comes along and tells us what we have failed to see.

The Harvester Company maintains another phase of its propaganda through the publication of as fine a series of bulletins as can be found anywhere. They contain the last word in scientific research in the subjects they treat. The illustrations speak for themselves. The "charts" shown are especially illuminating. The language is clear and concise. A farmer, or a teacher who teaches agriculture, possesses a good working agricultural library if he has access to a complete file of these publications. They epitomize the best and most recent investigations and results in farming. They should be placed in the library of every rural school in the land. Granges could do no better service than to aid in the distribution of this valuable literature.

To show the scope of the subjects treated, we select at random the following list taken from a file of the publications now lying before us: "Serious Loss from Hog Cholera Can be Avoided"; "Good Home Provides Comfort, Profit and Pleasure"; "Corn is King"; "Weeds Mean Waste"; "Fight the Fly"; "Diversified Farming for the South"; "Make More from Your Farm Poultry"; "Live Stock on Every Farm"; "Studies in Alfalfa"; "Greater Profit from the Oat Crop"; "The Great Forward Movement in Education"; "Creeds of Great Business Men"; "The Story of Bread" (fine to use in schools); "The Story of Nodules"; "Making Money from Pigs"; "Cold Pack Canning at Home"; "Seed Corn"; "Humus, the Life of the Soil"; etc., etc. A list of seventeen subjects is especially suited to school use.

We hold no brief for the International Harvester Company. Neither are we concerned in the motive which prompts the management to conduct this propaganda. It may mean money in the coffers of the corporation. No doubt it does. It should at least, if it does not. What we are interested more in is the fact that it is being done and that exceedingly well; that it is doing good, there can be no doubt; that it is being done exactly where the country most needs it at this particular time is manifest. In fine, it is a great piece of organizations and our hats need come off to the International Harvester Company. For what matters who does it or why it is done? If two blades of grass can be made to grow where there was one before and people can be made to see and grasp their opportunities as they have not always done, then the work of the extension department of the Harvester Company may be classed as a philanthropy. We American people have not and do not live up to our opportunities. The recognized educational agencies help wonderfully, but they are insufficient. The task is too great; the field too large; the force too inadequate. The extension idea is "the thing" and there are evidences which indicate that this method of education is yet in its infancy. Would that more commercial organizations would lend a hand. Here is hoping.

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MURINE EYE REMEDY COMPANY, Chicago, Ill.

Editorial

"Peace on earth, good will to men!" America's Christmas came early in 1918.

* * *

THE SATURDAY EVENING POST WRONG

The editor of the Saturday Evening Post, in discussing public education in the issue of November 2nd, was emphatic in its statement that our textbooks and teaching were as dry as dust. He cited a case where children were listless and without interest in the school room, but when listening to a man from the trenches they sat on the edge of the seat and leaned forward with keen interest. Very true. We can take children to a movie picture or to a lot of wild west drama stuff and have the same interest. We have also seen teachers have children keenly interested in the battle of Gettysburg, in the battle of Bunker Hill, in the charge of the Light Brigade. Interest depends not on the textbook, not on the subject, so much is the personality of the teacher. The question of interest should be discussed not from the viewpoint of the child's mental activity, but from its educational value. We doubt very much the value of war educational work from the standpoint of value in developing of real power in the child.

* * *

THE INFLUENZA VS. THE SCHOOLS

The long vacation may have a useful lesson. Teachers who have been dawdling with extras will settle right down to team work in reading, writing and arithmetic, with some real new problems in geography. Not only the pupils, the teachers, will be compelled to take a new survey not only of the color scheme, but the boundary lines of the map of Europe.

* * *

WHAT IS THE MATTER WITH SAN FRANCISCO?

Has San Francisco ever failed as the great city of the West? It has been unique in its population, in its finances, in its business methods, in its night life, in its glorious parks, in its beautiful hotels and cafes, in its art, its literary life and its schools. It has just now passed through an election on a school charter amendment that was unique. The Public Education Society, of which Mrs. Jesse Steinhart is secretary, promoted a survey of the schools under direction of P. P. Claxton of the U. S. Bureau of Education, and a charter amendment, No. 37, which provided among other things for an appointive board of education without pay, and an appointive superintendent and deputies without restriction as to pay or tenure. The cry for better schools was raised, and large sums were expended in publicity appeals to parents through the children to change conditions. This aroused the teachers, who felt that their work was being unjustly attacked, and the San Francisco Teachers Association, A. Altman, president, took up the fight, and with the campaign cry of "S. O. S.—Save our schools," asked the parents to vote No and thus endorse the work of the schools. The amendment was defeated by a two to one vote. It was supported by P. P. Claxton, by Elwood P. Cubberley, by Dr. R. G. Boone, by Arthur Chamberlain and other educators. Their interest in the campaign was due to the fact that there is a triple authority in the administration of the San Francisco schools. The Board of Supervisors furnish the money, the Board of Education administers the funds, elects teachers, transfers, etc., and the Superintendent of Schools, under the Constitution of the State, has certain definite powers, and is a member of the Board of Education, with a vote. It is unique! Of course, it is unique! San Francisco is always unique. If it were not, we would move. Its uniqueness does not, however, interfere with the actual work of the school room. And San Francisco by its vote resented, and resented strongly, not bitterly, the charge that her schools were not efficient. Much of the criticism on San Francisco schools is based on statistics, but John Swett once compared statistics as follows: Positive, statistics; comparative, more statistics; superlative, lies. Nevertheless it hurts to constantly have San Francisco severely criticised and her schools held up to ridicule by men who on account of their large experience and intimate knowledge of the administration of school affairs should give a helping hand to the teachers who have so nobly done their part in war work, in civic betterment, in social welfare, and the school room. The teachers recognize that the laws under which our school affairs are administered are not perfect, and will support at the proper time new legislation. However, the control of school affairs by the direct vote of the people is a fundamental principle. A commission form of government may be efficient in a foreign country, but not sufficient for our Republic.

* * *

THE SILVER-BURDETT ARITHMETICS

It requires a maximum amount of courage for a firm to place its own name on the title of a book. It carries with it both the prestige and lack of prestige that the firm may have gained by its publications. The books were prepared by George Morris Phillip, L. L. D., principal, West Chester, Pa., State Normal School, and Robert F. Anderson, professor of mathematics in the same institution. There is a three-book and a two-book series. Book One covers the ground of the first two years in arithmetic, presumably third and fourth grades. There is new, simple and practical problem material drawn from the pupil's experience. There is the topical arrangement and many other very excellent features. There is abundant oral and written exercises and practical problems. Book Two is for fifth and sixth grades. Book Three is for seventh and eighth grades.

The problems are especially featured in these books, and there are an unusual amount of exercises that are logical and well graded. The books are well printed. The title page is attractive and the illustrations effective.

* * *

In the San Joaquin Valley, where there are more than fifty high schools, only four of them have kept their principals for more than six years. Those who have survived are the following: Noel Garrison of Stockton, E. P. Halley of Newman, Mrs. M. E. Knudson of Laton and E. H. Duval of Kingsbury. Some of the other schools have had four or five principals in the past six years.

SCHOOL LEGISLATION

In view of the fact that the county superintendents held no convention in 1918, and that many of the teachers' meetings have been postponed, we invite suggestions from any one who desires publicity on proposed laws. This Journal reaches fortunately all educational people in the State who are thinking along progressive lines. If you have a new idea to present sent it to us and we will give it publicity.

* * *

Mrs. Elizabeth Hughes, wife of J. B. Hughes, principal of the High School of Oroville, has been elected a member of the Legislature. Mrs. Hughes was formerly a public school teacher, has been a lecturer on art for the University of California, and is a forward-looking woman of unquestioned ability and sound principles. She will be of splendid service to the State in the Legislature.

* * *

Caunce M'Govern, author of "Sergeant Larry," by "Bolo and Krag" and other works, and former secretary of General Pershing in the Philippines, and at present publicity man for the Home Industry League, has become the assistant managing editor of this Journal. Mr. McGovern is young and active, and will inaugurate a business campaign for subscriptions and advertising that will bring to us a larger field of usefulness.

* * *

IS IT RIGHT?

The Victor Talking Machine Company manufactured a record using the copyrighted poem "Columbus" by Joaquin Miller without the consent of the owner, or the offer of remuneration of any kind. The company just took it without leave, and when questioned about it called our attention to the law which permits talking machine companies to use copyrighted articles, songs, etc., for mechanical reproduction. The machine companies undoubtedly had the law passed so they could do this unjust thing. The man who steals our purse steals trash, but the man who steals our poems or brain output steals the most precious gift we have in these days of high food prices. The public schools should resent this method of doing business and not buy from firms who use copyrighted articles without proper remuneration.

* * *

O. S. Hubbard, until recently deputy superintendent of schools in Fresno county under ex-superintendent Lindsay, is now acting superintendent of the Piedmont city schools as a substitute for W. J. Cooper. Mr. Cooper is now business manager in District No. 11 for the Student Army Training Corps. Mr. Hubbard is also giving half time to the Oakland city schools, taking over the work of Vergie Dickson, who has gone to Washington on war work.

* * *

George C. Kyte, who has been a representative of Houghton, Mifflin & Company since last July, has resigned his position and accepted the principalship of the Whittier School in Berkeley. For the past two years Mr. Kyte has been principal of the Courtland High School in Sacramento Co. Mr. Roy E. Warren, his predecessor in the Whittier School, is now engaged in educational work for the Y. M. C. A. at Mare Island.

HYATT CONGRATULATES WOOD

Edward Hyatt, Superintendent.
STATE OF CALIFORNIA
Office Superintendent Public Instruction
Sacramento, November 15, 1918.

Hon. Will C. Wood,
Commissioner of Secondary Schools,
Sacramento, California.

Dear Mr. Wood:—

I wish now to congratulate you very heartily upon the results of the final election just past.

You have been elected to an important and honorable office, one that affords you a fine opportunity to be helpful and useful to all the young people, the teachers, the children and the schools of the state. I sincerely wish you well in the undertaking and hope for you a satisfactory administration. It it should perchance be possible for me to add in any way to your success, or to be of service in carrying out your plans, I shall be happy to do so, and I hereby place my best efforts at your disposal.

Please do not hesitate to command me if you see any way in which I can facilitate your work or in any way help make it useful and acceptable to the people of California. I am, sir,

Very sincerely yours,
EDWARD HYATT,
Superintendent Public Instruction.

ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION

The quarterly meeting of the State Board of Education was held at Sacramento, September 16th to 20th, instead of in October, as usual. Some of the outstanding features of this meeting were the attendance of eleven members of the Committee on the Reorganization of the Public School System, the report of the committee of experts appointed to investigate high school history texts for indications of pro-German tendencies, the discussion of certain problems of higher education with a member of the Board of Regents of the State University and the State Board of Control, and the acceptance of a suggestion for the establishment of public school courses in patriotic instruction.

Upon recommendation of the textbook committee, the changes agreed upon with the publishers of the Robbins-Row language books were formally accepted and the contract was ordered drawn.

Pending applications for life diplomas and health and development certificates were disposed of.

The printing of five thousand copies of a bulletin dealing with parent-teacher associations, authorized in 1917, was approved.

Conferences were held with Mrs. H. G. Klugel, who appeared on behalf of the Junior Red Cross, and Miss Elena Rice, representative of the Commission for Relief Work in Belgium, both asking for the formal approval of the Board for their work, which was granted.

To meet urgent needs of the schools, the commissioners were authorized to use discretionary power in granting credentials to meet emergencies caused directly by war conditions.

Various suggestions for new educational legislation were read and referred to the Committee on Legislation.

The reprinting of various textbooks, aggregating 177,000 volumes, was authorized.

Prices of State Series textbooks for the ensuing year were fixed by the Board, as required by law.

The joint meeting of the Board with the Committee of Twenty-one on the Reorganization of the Public School System was the occasion of the presentation of an exhaustive report of a sub-committee on school administration, by Dr. Alexis F. Lange, chairman.

The report of the Committee on Investigation of History Texts resulted in the adoption of recommendations to strike from the list of high school textbooks the following histories: Botsford's Brief History of the World; Myers' Medieval and Modern History; Myers' General History; the substitution of the 1918 edition of Robinson's Medieval and Modern Times, with additional revisions as directed by the Board, for the 1916 edition; similar substitution of the 1918 edition of Harding's New Medieval and Modern History for the original edition.

Prof. E. D. Adams, representing the National Security League, urged the establishment of courses in patriotic instruction, stating that the league would donate a certain sum toward the expenses of a supervisor of such work. It was decided that a suitable instructor might be secured from one of the State Normal Schools, and upon investigation it was ascertained that the State Normal at San Jose was in a position to assign a teacher to such work, whereupon the President of the Board was, by formal vote, authorized to make such appointment when the name of the teacher assigned should be announced.

Retirement Salary Business

A request from S. A. Waldron for the reconsideration of his case resulted in the Board's reaffirming its original decision.

Refunds of erroneous salary deductions, amounting to $55.90, were granted.

Transfer of $67,000 from the permanent fund to pay retirement salaries for the three months ending September 30, 1918, was ordered.

Retirement salaries were granted to the following teachers: Bruch, Louis, San Jose; Burke, Hanna, Menlo Park; Flaherty, Belle, Oakland; Hall, Ida S., Alamo; Lewis, Alice M., Los Angeles; Morgan, J. J., Covina; Nichols, Eva M., Sacramento; Reynolds, James E., Ventura; Taylor, Charles E., Alhambra; Thomson, Ida J., Puente; Traber, John W., Fresno; Trimble, Mertie C., Hyampom; Wallace, Lillian R., St. Helena; Ward, Thomas B., Santa Rosa; Wells, Ellen S., Santa Rosa; Westerman, P. B., Mayfield; Woodward, Mary, Alhambra.

The Finance Committee was authorized to invest $75,000 of the teachers' permanent fund in bonds of the Fourth Liberty Loan.

Adjournment was taken to meet in Los Angeles, November 18, in connection with the scheduled meeting of the Council of Education.

C. S. PIXLEY, Chief Clerk.

BEACON NEWS COLUMN

How are you going to make up the time lost through the influenza epidemic? Hundreds of primary teachers in California will find their answer to this problem in the *BEACON METHOD.*

Teachers who have used this method know that because of its simplicity their pupils get a working knowledge of phonics earlier than they do with any other method. If you are alarmed at the prospect of trying to teach thirty or forty youngsters several hundred meaningless "families" in a shortened school year, try the *Beacon Method* with its initial blend that eliminates the families and makes the teaching of reading much easier and far more interesting.

The *Beacon Method* also relieves the teacher of the drudgery of preparing makeshift devices because it is worked out completely with a simple set of charts and cards.

Try the *Beacon Readers* and you will find that content has not been sacrificed for method. Your class will be enthusiastic over the stories and because of the simplified phonics you will have more time for supplementary reading.

Schools using the Beacon readers find that they are supplemented admirably by the *Browne Readers* and the *Young and Field Literary Readers* because the material is practically all different and many of the stories have never before appeared in school readers.

Primary teachers are invited to write us for an Outline Course of Study in Phonics and Reading that will show them how they can do a full year's work in spite of the time lost on account of the influenza.

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Are You Using
Pacific History Stories
By HARR WAGNER
In Your Schools

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LEST WE FORGET
WORLD WAR STORIES

The most memorable events, the most heroic personalities, the most interesting phases of the World War are set forth in this collection of stories, articles, and poems for upper grammar grade use. There are tales of daring, heroism, and self-sacrifice; clear-cut statements of the principles for which we are fighting; biographical sketches; extracts from speeches of prominent statesmen.

A genuinely patriotic reader, accurate as to fact, and written in a style that will appeal to children.

By JOHN G. THOMPSON, Principal, and INEZ BIGWOOD, Instructor, State Normal School, Fitchburg, Mass.

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Lest We Forget

The school law provides that . . . "an American Flag shall be prominently displayed within the school-room as well as on the exterior flag pole . . ."

Silk Flags ***$2.00***
Suitable for the school-room.

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LARGEST IN THE WEST

Grade Teachers' Clubs

By Selina Burston

A NEW BASIS FOR SALARY ADJUSTMENT

By May C. Wade,
Emerson School, Berkeley.

Of recent years the favorite slogan of press and public alike has been, "What is the matter with our public schools?" College inquires why the high school graduate is so sadly unskilled in handling the tools of education; the high school refers the matter to the elementary school, which shifts responsibility upon the home and the existing social order in general. Volumes are being written upon the subject. Educators of insight and vision are pointing the way to better things. Reconstruction of the entire educational outlook is the order of the day. More and more insistent is becoming the demand that the school, the great melting pot of our nation, shall bring forth character and power from its crucible. More character and more power in the citizenship of tomorrow demands more character and more power in the teaching service of today. In the solution of this difficult problem, has the salary question a legitimate place?

The subject of salary is one upon which the average teacher speaks only with bated breath. By a system of popular education she has been rooted and grounded in the thought that it is ignoble for a teacher to mention the word salary in connection with service rendered. Indeed, did she not generally fail to connect them in her thought, the public school system of our great land would be a bankrupt institution today, so monumentally indifferent is the state to the welfare of its future citizens. Yet the time has come when circumstance is forcing a measure of attention upon the subject of teachers' salaries. Many teachers of proved experience and ability are being driven by the pressure of high prices into other means of earning a livelihood. Some readjustment of existing conditions is necessary if the schools are not only to maintain, but to increase, their effectiveness.

Recognition of this fact led to the appointment in Berkeley, at the beginning of the present school year, of a committee to make a thorough investigation and study of the problems governing salary adjustment, with a view toward a general revision of the salary schedule; the principal aspects under consideration were merit, certification, length of service, grade of work taught.

At the suggestion of a member of the Board of Education, a committee was appointed by the Berkeley Grade Teachers' Organization to consider these subjects as they relate more especially to elementary schools. In order to obtain a somewhat representative opinion on the questions involved from the class room teachers themselves, who comprise the great majority of the teaching body, it was deemed advisable to send out the following questionnaire:

1. Merit:

(a) Do you approve of a merit basis for salary adjustment?

(b) Whom would you suggest as the proper judges of a teacher's merit?

It is a significant fact which deeply concerns us all that a constantly growing list of cities, among them New York, Boston, Chicago, Washington, Seattle, have recently been endeavoring in their salary adjustments to make payment accord more closely with service rendered. Do you want to join the procession? If not, why not?

It must be taken for granted that one's attitude toward such a question as this must be governed not alone by local conditions, but by its probable effect on public schools as a whole. Would such a system, if generally adopted, raise the standard of teaching efficiency the country over? And if so, could a merit payment plan be devised which every one would be able to accept as just to teacher and public alike? That some teachers are worth more to the public than others is a self-evident fact. And, since the laborer is worthy of his hire, at first thought it would seem a just solution of the problem that some should be paid more than others. Let us suppose we are agreed that they deserve it. What, then, are the difficulties in the way? First, as to what constitutes real merit: Shall we award the palm to higher certification, to longer hours of work, to outside study, travel, professional spirit, social service, class room efficiency, et cetera? Certainly these are all good in themselves, and do undeniably contribute largely to professional worth. Yet no one or all of them may be said to be an absolute standard of measurement. One may be an epitome of all knowledge and have the right to attach an awe-inspiring string of letters to his name, and still not possess the gentle art of teaching, as any college student can testify. Outside study, with the almighty dollar beckoning on, is prone to lead to the midnight towel around a sleepy head in lieu of needed rest; to summers spent in chasing the will-o'-the-wisp of learning through academic halls, rather than "out in the fields with God," storing up health of body and soul with which to meet the coming year. Social efficiency outside the class room is by no means an infallible indication of social efficiency within. And what about the teacher that every one knows is one of the shining lights of the department, yet, because of heavy family responsibilities which there is no one else to assume, has never been able to spend time or money on these valuable aids to professional growth? What about the young teacher who longs to save money enough for another year or two of study, but can hardly keep abreast of the most ordinary living expenses and buy a $50 Liberty Bond on the installment plan, at the salary to which her inexperience restricts her? Time forbids mention of the manifold problems such as these which will suggest themselves to the mind of every thoughtful teacher. And when it comes to class room efficiency itself, and to who shall be the judge of it—lions rise up in our path.

We are told that the fighting efficiency of an army depends primarily upon its morale—a term inclusive of much that is difficult to define, yet easy to understand. No less does teaching efficiency as a whole depend upon the morale of the great army of teachers. Consider how any given corps of teachers might be affected by a merit system of payment, especially if the schools were in the grasp of politics or personal influence, as they too often are. Consciously or unconsciously, temptation would dog our footsteps to compete with some other teacher for recognition, to do the showy work rather than the kind that counts in the long run, to substitute a knowledge of the tastes and prejudices of principals, supervisors and committees of observation for individual inspiration and judgment. Picture the timid teacher who never can do her best work with anybody looking on trying to qualify for a higher salary under observation, however friendly. And there are teachers, plenty of them, whose true worth never can be measured by anyone because it runs like a shining thread through the hearts and after-lives of her pupils, and no one knows whence it cometh nor whither it goeth.

The dangers of a merit system of payment are forcibly summed up by Mr. Will C. Wood in an article appearing in the February number of the Western Journal of Education which I commend to the attention of every student of school conditions. He says:

"The executive who attempts to administer the plan must be a superman. Every teacher receiving less than the maximum becomes a human question mark. Why am I paid less than Miss Blank? Here comes the test of human judgment. If he cannot get the teacher to accept his judgment, then he has sown the dragon's teeth. He has destroyed absolutely the esprit du corps of his department, which is of incalculable value. The plan would give the executive opportunity to make over his teachers after his own image; but it would freeze the heart of initiative and shatter individuality that is the hope of democratic education."

Let us accept the fact, then, that however desirable from some standpoints it may seem, any system of payment which depends on individual judgments must be a failure in the last analysis. What ought to be the determining factor in grading salaries? The committee felt the opinion would be unanimous that length of service ought to count, up to a certain degree, as it now does in practically every city schedule. There remained, then, to be considered, certification and grade of work. Under these heads the following questions were asked:

Do you believe that the difference in salary which now exists between the high and elementary grades is fairly representative of the difference in certification, importance or difficulty of the work? If not, what difference do you believe should exist, and why? If you are teaching in the grades on a high school certificate, please state the fact.

Do you believe that a teacher in the grades teaching on a high school certificate should receive more pay because of higher certification?

Do you believe that the preparation required of an elementary teacher should more nearly approximate that of a high school teacher?

It is evident that these questions are based on generally existing conditions. Revolutionary indeed is the idea that there could be any drawbacks to grading a salary

schedule on certification. It is simple, definite, and does away with all the pitfalls of a merit system. Besides, it has the weight of tradition to recommend it. Now it is obvious that during past years, when our great public school system was just beginning to emerge from its infancy, and educational opportunities were so limited that the demand for teachers of even average education was far in advance of the supply, certification was a proper and necessary basis for salary adjustment. Conditions have become more complex. For instance, there are today many teachers teaching in elementary grades on high school certificates. Logic demands that they receive high school salaries. They have had the same highly specialized preparation and it has cost them as much in time and money. But this would increase the payroll so alarmingly, especially in the vicinity of college towns, as to be quite out of the question with the present income limitations of elementary schools. Since this is nowhere done, however, the real division would seem to come in the comparative importance of the service rendered the state by the high and elementary schools. Here lies the crux of the matter. Indubitably, the process of education should be an organized whole, a unified unfoldment of the physical, mental, moral and spiritual nature of the child, in which no one period of development is less important than another. It is unthinkable that the child is of less value at six than at ten, at ten than at fifteen.

Yet that sharp lines of cleavage do exist in the mind of public and profession alike, so far as the schools are concerned, it is fruitless to deny. Let me quote from two of the most progressive and distinguished educators of America—Dr. A. E. Winship, editor of the Journal of Education, and Dr. Ernest Carroll Moore, president of the Los Angeles State Normal.

"The next great problem in American education," says Dr. Winship, "is to magnify, dignify and intensify elementary education." And Dr. Moore, in his recent inaugural address, speaks as follows:

"Our ministry, therefore, is to the elementary schools, and through them to the secondary schools, the colleges, and universities. Contrary to widely-accepted notions, we look upon their welfare, even in wartime, as subordinate to no other concern of the nation. While many treat them with condescension because they teach elementary studies, we regard them as the most important of all just for that reason. There is good ground for believing that the youth is more often made into a scholar by his first teacher than by his last one. At any rate, he seems either to learn to study in the elementary school or almost never to learn at all. If we but have good elementary schools all the other educational blessings will add themselves unto us, but if we make the mistake of neglecting them and give the sustenance of our attention to the education which belong to later years, we shall fail to make it enduring."

Nevertheless, the amount of money the public can be induced to spend relatively upon the elementary and secondary schools is a very clear indication of their relative importance in its mind. A glance at the comparative income of high and elementary schools in the State of California, for instance, shows that while the elementary enrollment is about five times that of the high school, its income, as provided for by law from both state and county, is but $30 per capita as against $75 per capita for the high school.

One of the results of this centering of resource and energy upon the adolescent period may be seen in the crowded class-rooms of the lower grades. Upon this subject every teacher should speak with tongue of fire, continuing instant in season and out of season until the public is made to understand what it means to the state. Figures as given by the Bureau of Education, Department of the Interior, fix the average number of first-year hold-overs at 2,000,000. An eloquent commentary upon a system of education which permits the children, during their most plastic years, when they should be given every chance that money can command for a fair start in the life race, to be herded into class-rooms in bunches of from forty to sixty, like lambs led to the slaughter! Can we wonder that not a third of them ever reach high school? Can a system of education which expends the most highly specialized training and the most money upon the few rather than the many, be said to be democratic? But what has brought about this condition of affairs, which Dr. Winship characterizes as "vicious neglect of the elementary schools, building, equipment, and teaching?" The secret is not far to seek. Legislation permits one standard of preparation and training for the elementary school teacher, and exacts an entirely different one for the secondary school. A large number of the grammar school teachers of America have had no professional training whatever, and no academic preparation beyond a high school diploma and a county certificate. Our state normal schools are turning out each year great numbers of young teachers with from one to two years of actual teaching experience, but lacking the broader viewpoint, the more solid foundation of general culture, the more specialized knowledge of subject-matter conferred by the four or five year college course. It would be unjust to the point of absurdity that two or three additional years of preparation should receive no monetary recognition. Yet, unpalatable as the truth may be, the world judges the relative importance of your job and mine by their relative earning capacity. Whatever tends to fix and stabilize the idea that one period of child life is more important than another, cannot fail to weaken the whole fabric of education. A chain is only as strong as its weakest link. Just so long as salary is fixed by the grade of work taught, just so long will the highly specialized training gravitate toward the highest pay, regardless of natural fitness or liking for another grade of work. Salary aside, there is a psychological phase of the question to be considered. What of the teacher's feeling for her own work? It is a question of morale again—the morale of the whole. It is difficult to respect your own work in the highest degree unless you know the public respects it also. A powerful incentive is lacking to go on and develop the best that is in you and to spend it royally in the service of the state.

Back of legislation lies the mind of the people. It must be educated. And by whom but by the class-room teachers of America, who constitute four-fifths of the entire teaching body, and who think the most, and talk the most about all that concerns the welfare of the schools? It is her province to tell the public that she is no longer teaching subjects, but that she is developing citizenship; that citizenship is developed equally from the first school year to the last; that conditions must be equally advantageous in all grades; that equally expert training and service should be demanded in return; and that equal monetary recognition of equal training and service rendered is the only thing that will procure it.

Mr. Wood's address already quoted offers a solution of this difficult problem worthy the thoughtful consideration of every teacher. He says: "It seems to me that the chief fault of our present salary schedule is failure to take into account the factor of training. In my judgment we should eliminate the factor of certification entirely, as it affects salary schedules, and introduce the factor of training. We must recognize that teachers of equal training and experience, other things being equal, will render equal service to the public, whether teaching in the grades or in the high school. To be specific, a teacher of five years' training for elementary work and five years' experience in the grades should receive the same salary as a high school teacher of equal training and experience."

Mr. Wood then offers a tentative schedule, worked out on the basis of training and experience, with a beginning salary of $840. To be entirely practical, such a schedule should start the young teacher at a salary which would enable her to save something toward the additional years of training which are torender her service increasingly valuable. As living conditions are now, $70 a month offers slight opportunity to the most ambitious. Why should we expect a plant to grow and blossom and bear fruit when we fail to cultivate it? Why should we not say what we think about these things until we are heard, if for no other reason, than because of our "much speaking?"

Dr. John Dewey of Columbia University says: "I consider the awakening of the class-room teacher the most significant thing that has happened educationally in the last fifty years."

It is ours to say to the public, "I have a work to do in this world second in importance to none. It is mine to do it worthily; it is yours to see that I have the opportunity to do it worthily."

I was greatly interested in your California Library Edition of the "Western Journal." The Journal is always good; its publication is a real service to the schools.

Sincerely yours,
MAUDE I. SCHROTER,
Superintendent of Schools,
Trinity County.

Southern California Section

Under Direction of
HERBERT F. CLARK
Teacher of History
Sentous Street Intermediate School
Los Angeles, Cal.

Editorial

STATE SCHOOL REORGANIZATION PLAN—AN ANALYSIS AND CONSTRUCTIVE CRITICISM

It is no easy task to discuss in an ordinary editorial such a broad and conclusive plan of the reorganization of the State school system as that embodied in the report of the sub-committee on school administration, and published in the October Sierra Educational News. We cannot enter into details very much and can give only some definite general impressions on the plan as a whole.

The report itself furnishes standard of measurement, in that it states as the aim of the new plan the desire to obtain a greater degree of democratic efficiency. Such expressions as "people as a whole," "the people thereof," the "corporate whole", etc., convey this idea.

The question, then, arises as to whether the plan submitted offers a surer way of realizing this purpose than the plan already in existence. What are the essential elements in the plan differentiating it from the present system? First, the creation of a State Board of Education to be appointed by the Governor; second, the appointment of a State Commissioner of Education by this appointed Board of Education; third, the elimination of the ordinary school district and substituting therefor a sub-district to the county determined by the County Board of Education, or the total elimination with the county district as a whole; fourth, the election by the people at large of a County Board of Education and leaving to them the appointment of a County Superintendent and the management of school affairs in the county outside of incorporated cities.

Is the tendency in this plan toward greater democracy, or toward a centralization of authority and a removal from the people of a definite voice in the management of their school affairs? We think it is the latter. For instance, the State Superintendent's office is twice removed from the people. Under this plan, it becomes an appointive position from an appointed board, said board appointed by a strictly political rather than educational official. This is far removed from the present plan, where the people have heretofore elected their State Superintendent of Schools with such fine discrimination, and even in this last campaign have been loath to change their worthy servant for one less favorably known, even in the face of apparent, if not real, physical unfitness to perform the duties of the office. We think this last contest in connection with the State superintendency one of the finest examples of real democratic selection ever instanced, and a prerogative of the people that ought not to be surrendered under any circumstances. It was even a tribute to the successful candidate, in that the campaign of education carried on to secure his election made him to become favorably known throughout the State and his election became the deliberate choice of a majority of the electors of the State. And under the circumstances he will always feel a greater responsibility to the people as a whole than he could possibly feel if he had been appointed by an appointed board appointed by the chief politician of the State. Especially will he keep this feeling of responsibility to the people if the present school plan continues and his record must be submitted to the people four years from now as a basis for his re-election.

Our feeling is that this one element in the proposed plan vitiates the whole scheme and unless revised to keep the chief executive of our school system directly responsible to the people, should warrant its non-adoption.

So far as the State Board of Education is concerned, we would rather see them elected by, and feel responsible to, the people directly. We are not so much concernod about "efficiency" (the term that has almost become profane through German autocracy), as we are that the people as a whole shall exercise their right of choice in the selection of their servants. In other words, we would rather be satisfied with a little cruder form of government and have it the expression of the average intelligence of the people, than to have a pseudo-efficiency doled out to them by some body appointed by some other authority. The first tends toward democracy and a gradual upgrowth of civilization, the second toward autocracy and world crisis, such as we are now going through. Furthermore, we know school politicians well enough to know that they want to get things centered in where they can get behind closed doors and manipulate school affairs pretty much as autocrats manipulate affairs for subject peoples. As the report well says, "no school system is adequate that does not make the parts responsible to the whole," but they should have added that no school system is adequate that does not make the whole responsible to the parts, and the people are the vital parts in the situation.

Coming now to the county unit plan, some interesting queries arise. For instance, if the people can be relied upon to elect a competent County Board of Education, and they can, why can't they elect a State Board of Education? Why the inconsistency? Is it a sort of sop thrown out to the people because the seat of action is a little nearer, or is State "efficiency" something different from county "efficiency" in school affairs? If the people have done so well in electing State Superintendents, why can't they continue to do so, and continue to elect good County superintendents? In Los Angeles county the same Superintendent was elected for three consecutive terms, and now the position has become appointive with the same incumbent, but where any greater "efficiency"? He is not responsible any more to the people of the county, but to the politicians around the courthouse and wherefrom issues either democracy or efficiency? In Orange county all competition in the county superintendency was eliminated at the primaries and the present incumbent was returned by a unanimous vote of the people. What greater compliment could accrue to a worthy servant of the people, what greater honor to an educational position, what greater tribute to the average intelligence of the Orange county electors? What completer democratic expression could you have? Yes, the plan to have the people elect their County Board of Education is a good one, and the position of the county superintendent should also be subject to their franchise. This idea of some official not directly responsible to, but attempting to do for, a given people dosen't go very far in an ordinary American community and our school system should be the first to counteract it instead of advocating or practicing it.

As regards the county versus the district unit, we are afraid of that. The argument the committee uses, assuming a large city divided into small districts, isn't anent the question. It is an argument by assumed contrast and is extremely farfetched. There is no comparison between a small portion of a large city and a rural community as regards school management that is of any weight. In fact, any one who is experienced in city school work knows that under the present plan, so ably defended by the committee, that unjust discrimination takes place between different portions of a large city, and we believe further that if the city superintendent were directly responsible to the people for his election and continuance in office, these discriminations would not be so real. We don't want to get into that phase of the discussion, although the tenor of the report calls for it.

The point is, the proposed plan offers to eliminate the local school district, and we fail to see in it any promise of greater efficiency. We happen to live in a rural dis trict. Our boy goes to school in it. We elect our trustees. We have competent teachers. We have good equipment. Our County Superintendent is in close co-operation with the trustees, the teachers and the people. The whole process is one of direct co-operation for the education of the young. The district is the unit for War Savings campaigns, for citizenship meetings. We disagree on some things, thrash them out and vote. Where can you find a better foundation for a true democratic structure? We have fought the Germans at home and abroad. Our patriotic American-Germans (note the transfer of words) have fought the Germans in our own neighborhood. Would you do away with all this patriotic citizenship building in a local community by substituting distant authority and responsibility in such affairs? No, a thousand times no. Let's keep our priceless inheritance of having considerable to say about our own affairs, even if we don't

IMPORTANT ANNOUNCEMENT

The advertising contract for use of the name under which I have been engaged in the agency business in Los Angeles for nearly twelve years, has expired.

This Agency will now be known as the CODDINGTON TEACHERS AGENCY. All communications should be addressed to Coddington Teachers Agency, 533 Citizens National Bank Building, Los Angeles, California.

All records and files in the office are the personal property of the undersigned. The managers will do their utmost, as in the past, to maintain their reputation for prompt and efficient service to schools and teachers.

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say it according to "Hoyle," rather than delegate the same to some distant center and have patriotism and education handed to us rather than developed in our own midst.

The paragraph in the report on "The Rural School situation" is an extended one and one not worthy of very considerable consideration. As suggested above, there isn't any valid comparison between a small portion of a large city and a rural community covering several square miles. The small unit, so the report goes, "would have, of course, a city board of education appointed by the city fathers from among their friends." Boards of trustees in rural districts aren't appointed—they are elected by the electors. They aren't electing superintendents "to protect themselves, barring accidents, against adequate educational leadership." Nor are the city school systems getting the "efficiency" so ably set forth by the present plan of electing boards and appointing superintendents. It may sound ideal to elect, for truly democratic reasons, a small non-professional citizen school board, and have superintendents called and appointed by these boards, regardless of geography," and given "expert elbow-room for action and results." But the experiences of some of our cities acting on this basis haven't proven very efficient or satisfactory to the people. It isn't "expert elbow-room" for one will that is neededed, but a co-operative will of all the parts of the whole. Certainly this great crisis we are going through is conclusive evidence that the world is through with autocratic government, then why do our school people try to perpetuate autocracy in the management of school affairs. It leads to the intimidation of teachers; it breeds contempt for administrative officials; it results on crises and upheavals in school systems. We must change our point of view and look toward the schoolroom for inspiration and guidance in educational affairs.

The report as a whole seems to us to work away from a greater democracy in school affairs instead of toward it. The tendency is to centralize and secretize the management of school affairs. Neither of these is what we need. The only cure for the ills of democracy is more of it. There isn't any danger of "the Bolsheviki method" yet in school affairs. We would rather "teachers become the victims of local squabbles, including their own," and have democracy the dominant element in the situation, than to have them become the victims of political intrigue secreted in an appointed non-resident superintendent's office.

With all due respect to the worthy members of this committee and the painstaking care they have given to this report, we trust that the salient features of it excepting the election at large of the county Board of Education may never become the law of the State.

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THE CALL OF THE RED CROSS

By David Starr Jordan

In the old days of chivalry, when war was the sport of kings and lords, it was a sort of intensified foot-ball, in which the real dangers lay not in death—for horse and rider wore a coat of mail—but in capture, for that involved payment of ransome. By this means, war became a sort of personal gambling, for the high stakes which the followers of a captured prince could be forced to pay for their chief's release. In those days, only the noble used to fight, and most wars were struggles of rival barons within the empire, while nations, as we know them, did not then exist. The common man was useful as a groom or valet, as a cook or arms-bearer, but he had no place in the conflict of arms. He was, in fact, regarded as of no value to anybody, not even to himself. The invention of "villainous gunpowder" changed all this, and the use of big guns or cannon altered it completely. Fighting became dangerous and the common man was pushed into it, while the leader or strategist drew farther and farther from the front. The invention of the telephone sent him farther and farther back. In words attributed to the Crown Prince of Prussia, "The battlefront is a very dangerous place and no one should visit it who has not business there."

But there are other and better reasons why generals now stay in the rear of the armies. When nation is hurled bodily against nation, the process can be directed only from some station behind the battle-smoke and the reach of shells.

In the days of chivalry, a wounded knight was the object of much tender but ignorant solicitude. In him the hopes of his friends were centered. To his captor, he represented merely the large sum his ransome would bring.

But when the churl or villain or common man was allowed to bear arms, nobody cared for his welfare. He was, at the best, mere cannon-fodder and when wounded he was not worth saving—or even picking up. Contempt for the common soldier was the tradition of the middle ages, and it has survived in the organization of the Prussian army. To despise the soldier is to despise the whole civilian class from which the soldier is drawn, this ancient tradition lies at the basis of the noxious militarism of Prussia.

It was not until the rise of Napoleon that any particular effort was made for the wounded soldier, not much even then, as the chronicles of the terrible Moscow campaign (1812) will testify. In the Crimean War (1854-56) relief work was begun in the British army by Florence Nightingale, a woman whose name is revered by all lovers of humanity.

But the systematic organization of relief dates from Solferino in 1859, when the Italians and French on the one hand, the Austrians on the other, met in battle. This decisive battle, which freed Lombardy and Venice, was fought on the hills above Desenzano, near the blue Lake of Garda. There on the field of Solferino, under the cyprus trees and olives, more than forty thousand men killed and wounded were left for three days unattended under the hot June sun—the prey of flies and mosquitoes, while the cowardly armies were busy with what they called strategy.

At that time, Henri Dunant of Geneva, a Swiss tourist visiting Verona, was led by curiosity to go up to see the battlefield. The sight made a profound change in his life, and through him in the view-point of the world. In his "Souvenir de Solferino" he touched one of the highest modern notes in regard to warfare, that of human sympathy. "Solferino," he said, "is no field of glory, it is a European calamity." He set to work at once, with the help of the people of Desenzano to relieve the suffering of that hideous field. Food and water and surgeon's help came from the visit of the "Man in White", and the suffering soldiers of both armies alike came to revere him as a saint.

After the war, Dunant's efforts led to the Congress of Vienna, where plans were made for world-wide alleviation of war-suffering, under the banner of the Red Cross. This was the flag of the republic of Switzerland, with the colors reversed. The Swiss emblem is a white cross on a red ground, the relief flag a red cross over a white ground. Both the white cross and the red are thus symbols of democracy, which recognizes "the least of my brethren" as having the rights to live as the greatest. Dunant, the "man in white", died in Heiden in Switzerland in 1910, after having received the Noble prize of $40,000 for his services towards Peace on Earth and Good Will to Man. Since that time, the Red Cross Association has spread over the whole earth, relieving not alone victims of warfare, but sufferers from fire and flood, earthquakes and tornados. And its most effective organization has been in America.

The war to end war must be won by the soldiers, and there again by the political wisdom of our leaders. The Red Cross could not alone win either the war or the peace. It is not a substitute for the army, but an aid to it. It is perhaps not too much to say that with the aid of the Red Cross and the parallel organization of the Y. M. C. A., the efficiency of our army in Europe is well-night doubled. The Red Cross is the salvation of the wounded soldier, and its efficiency depends on its being a voluntary organization, supported by voluntary gifts from the richest and most generous people on earth. The army does all that it can to save its members, but its face is always towards the front. It must kill and be killed to the end that no such catastrophe may again come to the earth. It must teach the nations who brought on the fight that only loss and ruin come from aggressive war. And without wars for aggression there will be no occasion for armed defense. As lovers of peace, we may remember that peace cannot be had by lying down before a wanton attack. To surrender before wanton use of force is to accept its baleful theory that Might makes Right. In this war, Belgium could not have had peace by lying down, neither could France nor Serbia, nor for that matter could Great Britain. Russia was forced to her knees through the treachery of her ruling caste, but whatever else her submission may have brought it is not peace. Nor have the German people found peace through subservience to the Junker, crowned and uncrowned, of Prussia. The work of the Red Cross covers the old world—all the way from Bordeaux to Vladivostock. It is everywhere busy up to its full strength. Its leaders, so far as may be, are unpaid, those who can accepting the conventional salary of a dollar a year. But they work in regions where food is scarce, supplies are precarious and prices grossly inflated. Their work costs money and money in unprecedented amounts. It is vital to me and you, and to all who trust that the anarchy precipitated by the rape of Alsace-Lorraine and its evil sequels will pass, leaving a world of hope for our grandchildren to live in. The sons of most of us are in the fight. Tragedy lurks around the corner for all of us these days. And no one can tell the blessing that the Red Cross may bring to his own loved ones in the time of distress which devours the best of a whole generation.

In the crash of a railway wreck, the Red Cross has more than once minimized the horrors. But the great war is a continuous march along every battle-front, and the men the Red Cross tries to save are brought in by the thousand.

The great war calls for our help by the thousand millions of dollars in loans and taxes, and a loan is only a deferred tax. The "Liberty Loan" is a device for voluntary co-operation, that every one of us may have a visible stake in our democracy and the ideals it represents, so ably and trenchantly set forth by our President. The government has the power to take what it needs. But wisely and necessarily, it leaves benevolence to you. The Red Cross in its value and effectiveness will be what you and I make it. Today it needs millions of dollars. Let us see that it has what it needs. There is no plea stronger than is given by the voluntary rally of a hundred millions of people to its unanimous support.

In our nation-wide response to the demands of a war we did not begin and which we could not avert, the future will find the most convincing of all arguments for government by the people, and for the freedom of thought and action which makes such co-operation possible.

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(See Review on Page 14)

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Laurence E. Chenoweth of Kern county will hold his teachers' institute February 19, 20 and 21.

The meeting of the N. C. T. A., G. Rawlins president, has been postponed again from December 18 to some time in February.

The State Board of Education is arranging for quick action, after signing of the peace treaty, to secure new geographies and histories in accordance with the new mapping of Europe.

The San Francisco Board of Education passed a series of resolutions commending the San Francisco teachers for their patriotic work during the reign of the "flu," and for their work in the interests of civic betterment in opposing Amendment No. 37, which had a number of very objectionable educational features.

Miss Margaret Burke, who is one of San Francisco's most efficient and progressive teachers, has been promoted from the ranks to the principalship of the Hawthorne school, San Francisco. Miss Burke is the president of the California School Woman's Federation, and has been very active in the interests of elementary teachers, including higher salaries, pension laws, more money for the elementary schools, etc.

Mamie Lang has been elected under the county charter system by the school trustees for a four-year term. Miss Lang is a very efficient superintendent and her many friends are delighted with her reelection.

Eastern text-book concerns are endeavoring to secure a modification of their listing contracts. A letter received by State Superintendent Edward Hyatt from National Commissioner P. P. Claxton tells of a recent conference at which the issue was threshed out. Claxton sees danger that the publishers may be driven to the wall, or the quality of books suffer, unless some way is found to bring relief. The cost of paper and cloth and labor has advanced to a degree that some adjustment must be brought about; but the law is strict against advances in list prices, which hold for four to eight years. The list price in California was established in 1917.

Superintendent Walter Kynoch of Marysville has been especially energetic in war work, civic betterment and school efficiency during the past year.

* * *

Miss Isabelle Gilbert has been appointed assistant superintendent of schools by Superintendent-Elect Ben Ballard. For the past few years she has been one of the teachers in the Sebastopol grammar school. She will resign to assume her new position.

Through the constant work of County Superintendent Craig Cunningham, who has been hunting the State over for teachers to fill certain Madera county schools that have been unable to open on account of a shortage of teachers, at least one of these schools will open very shortly as a teacher has been secured. This is the Wallace district and a Miss Edwards will arrive to take charge of the school. About a week ago the principal of the Northfork school resigned and the vacancy was filled by Miss De Rose. A teacher has also been secured for the Sharon school.

POMONA HIGH SCHOOL TEACHER TAKES UP CANTEEN WORK IN FRANCE

Miss Elizabeth Wood of Claremont left Pomona, October 18, for New York City, where she will stop for several weeks for preliminary training in Y. M. C. A. canteen work.

Miss Wood has been employed as teacher of English in the Pomona High School, and has been granted a year's leave of absence. She has been a faculty member of Senior Class for several years, has coached debates, gree clubs, etc., and will make by her absence a big vacancy hard to be refilled.

THE TEXTBOOK—HOW TO USE IT AND JUDGE IT

Every principal who has ever had a teacher select a textbook carelessly and then complain bitterly about its defects—every teacher who has had an impossible textbook inflicted upon her by a political board of education — should read Hall-Quest's "The Textbook—How to Use It and Judge It." Teachers in California who have been struggling under a system of state-printed texts will be particularly interested in Chapter III, which deals with the advantages and disadvantages of free textbooks and of state uniformity and studies carefully the state publication of textbooks. Hall-Quest summarizes the problem of state-printed textobooks as follows:

"1. In no case is lower cost to the people proved if all the expense factors are taken into account.

"2. Books produced under state publication are always inferior in mechanical features.

"3. They are often inferior pedagogically.

"4. There is often serious delay in delivery of books.

"5. It is difficult to change to a better book.

"6. Pupils are sometimes limited to the use of a single book, supplementary books being barred.

"7. The state should engage in no business enterprise which can safely be left to private effort.

"8. State publication provides an easy road to inefficiency and graft.

"9. It subordinates school interests to political exigencies.

"10. Iit violates the professional spirit of teachers.

"11. It discourages authorship and competitive publishing effort.

"12. It emphasizes cost rather than quality of educational equipment.

"At first glance it would seem logical that the state, which supports the public school, should also produce its own educational equipment. In every state there doubtless are persons capable of writing texts of merit. But the most serious objection to this seemingly obvious plan of state publication lies in subjecting scholarship and educational progress to the control of politics. We do not need to be reminded that there is altogether too much political graft and chicanery in education at present without creating opportunities for more. While true that the present conditions prevailing in book adoptions are far from ideal, no assurance is offered that state publication would provide conditions more ideal."

Other features of the book that are sure to interest educators are the following: A brief history of the textbook with interesting descriptions of old-time texts and the reasons for the prevailing prominence of the textbooks in the public schools of America.

The following quotation from an English writer is given:

"The method of actual teaching in American schools differs much from that in use in England. It centers in the textbook. Nothing strikes an English teacher more forcibly on first listening to lessons in American schools than the important place the textbook takes. * * * The success of the method is aided in America by several conditions, as yet rare in England First. the textbooks are much better than ours. * * * Often a teacher in England cannot make her pupils depend upon themselves for getting up a subject, because the only textbook that can be afforded is meager or even obsolete; and she is the only person who has access to a really good book."

Any teacher or any board that has to adopt books could profit by a careful study of this book. It not only explains the place of the textbook as a tool, as a guide, and as a source of knowledge, but gives practical suggestions for the study and comparison of texts. Chapter IV gives some of the schemes that have been adopted by practical school people in selected texts. Here Hall-Quest features and explains in detail the plan prepared by Doctor Ann M. Nicholson, formerly expert for the California State Board of Education, but now a teacher in the Lowell High School of San Francisco.

The discussion of the bookman as a valuable servant of education is not the least interesting feature of this book. Hall-Quest writes as follows regarding the position of the publishers' representative:

"When suitable opportunity to meet teachers and superintendents is given bookmen, only good can come from their visits. It is a maxim among bookmen that the busiest, ablest and most prominent school officials and teachers are always the easiest to see. It is so rare when a bookman is denied an interview or prevented from prosecuting his missionary work, that such occasions are a negligible quantity. An insistent, ill-mannered individual may, it is true, place himself outside the pale of even the generous courtesy of the school world. Of course, there are some narrow-minded, self-centered, all-knowing school officials who look upon the bookman as an unnecsary evil. Such men are rare; such attitude being reflected in their school activities elsewhere usually brings about severe criticism. Trade, commerce and science are interwoven together. Nothing is more anomalous, illogical and unjust than antagonism between publishers, bookmen, and teachers. There should be complete sympathy, understanding, and concert between them. The bookman should express this policy in his actions at all times. Courteous, respectful, but not apologetic, anxious to perform his principal duty as salesman, reasonably jealous of the ethics and responsibilities of his profession, but conscious that he is a factor in the cause of education—such is the acceptable bookman. T my mind, therefore, the bookman belongs properly in the system of education. He has a necessary function to perform. He will perform that function until other parts of the system develop, so that the work performed by him can be better performed by them. Then, in accordance with the law of progress, he will pass away. Until that time it is to be hoped that he will live his life with the agencies for good in the schools, and do his part towards reducing the number of his shortcomings, that thereby the efficiency and well-being of the schools may be increased."

California high school principals who are facing the problem of introducing free texts will find the suggestions given for distributing and recording books extremely practical and helpful.

When the Czecho-Slovaks succeed in forming a new state in Europe, how many of our high school students will consider it purely a political invention and how many will understand the long conflict the Czecks have waged to satisfy their natural and just aspirations for a national existence?

We may be seur that the many California students who have been studying **Robinson and Beard's Outlines of European History, Part Two,** wil understand not only this phase of European politics, but will be able to appreciae also all the other modern European problems that must be settled at the Peace Conference.

This book was the first to make the political, economic and social problems of today a part of the history that boys and girls study in school and it is by far the best in its field. Its treatment of the development of militarism and autocracy in Germany and the menace to the world of Pan-Germanism is particularly satisfactory. No other text has so adequate a treatment of the background, causes and history of the Great War now so happily ended. Other textbook writers like West will in the future be compelled to follow the example of Robinson in presenting even the events of fifty and seventy-five years ago in German history in a manner different from that of a few years ago if students are to be given the proper persepctive from today's point of view.

* * *

Supervisors and teachers who are revising their courses of study in arithmetic will get a great deal of help from the San Francisco Course of Study in Arithmetic for the Day Elementary Schools, adopted in July, 1918.

The Course of Study was prepared and submitted by a first committee of principals and teachers appointed by the superintendent, was reviewed by a second committee similarly constituted and appointed, and was given final revision by the superintendent and staff of deputy superintendents. The committees and the deputy superintendents examined exhaustively a large number of the latest courses of study and a long list of standard texts. The course is the outcome of this research based upon wide teaching experience.

The membership of these committee was:

First Committee — Mrs. T. F. Spencer, principal, chairman; Mrs. M. M. FitzGerald, principal; Mrs. A. F. Holden, Miss A. E. Casey, Miss Lillian Koch, Miss Retta H. Haynes, Miss Elizabeth Natusch.

Second Committee—Miss E. G. Howard, principal, chairman; Miss I. R. Brown, Miss A. V. Cassamayou, Miss M. Sayles, Miss M. S. Hall, Miss Nanno Livingston, Miss B. J. Klaus.

We note that this course of study follows the Wentworth-Smith-Shiels **City Arithmetics** that are also being used in Los Angeles and many other cities. It recommends also Robbins' Problems in Arithmetic for seventh and eighth grades.

The Course of Study in Mathematics for the Intermediate Schools of Los Angeles, issued this fall, is also interesting. This is based on the **Junior High School Mathematics** by Wentworth, Smith and Brown, teaching the geometry of form and size in the seventh grade and introductory algebra in the eighth grade, correlating both with practical arithmetic.

HONORABLE MENTION

We have noted the following in the Sacramento "Bee" of November 9th:

"With the election of Will C. Wood as State Superintendent of Public Instruction over Edward Hyatt, incumbent, by a plurality estimated at approximately 30,000, there is already talk of the successful candidate's possible successor as Commissioner of Secondary Schools.

"Prominently among those who will be considered at the next meeting of the State Board of Education, which will be held here the first Monday in December, will be H. C. Williams, principal of the Sacramento High School, who was granted leave of absence to do Y. M. C. A. work in France.

"Others who will be urged for the appointment will include the following:

"Noel H. Garrison, principal Stockton High School; William J. Cooper, superintendent of schools, Piedmont; Merton E. Hill, principal High School, Ontario; Dr. W. H. Snyder, principal Hollywood High School; Dr. A. E. Wilson, principal Los Angeles High School; E. M. Cox, assistant superintendent of schools, Oakland; W. L. Glascock, principal San Matoe High School; A. C. Olney, superintendent of schools, Santa Barbara; Arthur Gould, assistant superintendent of schools, Los Angeles, and F. H. Boren, superintendent of schools, Lindsay."

The list includes many of the most successful high school men in California. Noel Garrison has one of the best managed high schools in the State and is well known for his efficient work on committees concerned with state legislation and for the prominent part he has taken in the conventions of high school principals. He has been principal of the Stockton High School since 1912 and before that taught at Merced, Ukiah and Redding.

William J. Cooper is president this year of the Bay section of the California Teachers' Association. He is superintendent of the Piedmont City Schools,, but is now on leave of absence, acting as business manager of the Student Army Training Corps for the Eleventh District, which comprises Arizona, New Mexico, California, Nevada, and Utah. Before his election to the Piedmont superintendency this year, Mr. Cooper was head of the history department of the Oakland Technical High School. His previous experience was as head of the history department in the Berkeley and Stockton High Schools. He was the first history teacher in California to introduce the recognized history courses that devote more time than the traditional courses to recent history and present-day methods. While teaching in Berkeley he wrote the Course of Study in History for the Intermediate Schools of Berkeley when those schools were first started by Superintendent Bunker. In Oakland he reorganized the courses in history and geography for the elementary schools. He has recently acted on a special committee appointed by the State Board of Education to investigate the high school history texts. Next summer he will teach in the southern section of the University of California, giving courses in school administration and community problems. In addition to his other work, he is serving temporarily as State Director of Patriotic Instruction, co-operating with the State Commissioners.

Merton E. Hill is one of the leading high school principals of Southern California. He was one of the organizers of the California High School Teachers' Association and has acted as its president. He has been principal at Ontario since 1911 and is now president of the Junior College Association of Southern California.

Dr. W. H. Snyder has long been known as one of the strongest principals in California. He is the author of a high school text in general science and is a member of the California Council of Education.

Dr. A. E. Wilson is noted for his skilful administration of the Manual Arts High School of Los Angeles, one of the largest in the state. He has lectured at the University of California Summer Session and is one of the most progressive of our California high school principals. He is a member of the California Council of Education and is secretary of the southern section of the California Teachers' Association.

E. M. Cox has been assistant superintendent of schools in Oakland for about ten years. He has also acted as superintendent in San Rafael and Santa Rosa. He is president of the California Teachers' Association and has been prominent in that organization for many years. He is recognized as an authority on all matters of school legislation.

W. L. Glascock has been principal of the San Mateo High School since 1912. The enrollment there has doubled since his appointment and the course of study has been broadened greatly. Mr. Glascock has been prominent in the activities of the California Teachers' Association. He was vice-president of the San Rafael High School before going to San Mateo and is a member of the California Council of Education.

A. C. Olney has been superintendent of the Santa Barbara schools since 1913. He was principal of the Santa Barbara High School from 1909 to 1913, coming there from the principalship of the Fresno High School.

Arthur Gould succeeded E. L. Hardy as principal of the San Diego High School in 1910. Before that he was head of the mathematics department in the same school. He was one of the first to introduce junior college work and was considered one of the most successful high school principals in the state. He left San Diego this year after the upheaval there and was elected assistant superintendent in Los Angeles.

F. H. Boren has been superintendent of schools at Lindsay since 1913. Before that he was a teacher in Oakland and in the Harvard Military School of Los Angeles. He is a member of the California Council of Education and is chairman of the committee on a survey of the school system.

H. O. Williams has been principal of the Sacramento High School since 1910, going there from the principalship of the Santa Barbara High School.

Although not mentioned in the "Bee", both A. J. Cloud, deputy superintendent of schools in San Francisco, and J. O. Cross, deputy superintendent in Fresno, have also been suggested for this position.

WHY

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WESTERN SCHOOL NEWS

Mrs. N. A. Nicholson has been added to the faculty of the Santa Clara High school for part-time work, taking two freshman English classes and one study hall. The extra teacher was added due to the increased attendance.

Victor A. Kottinger has been appointed to teach machine shop and forge shop practice in the San Jose High school. He will fill the place made vacant by the resignation of G. H. Hill.

New York City with an appointive superintendent and appointive Board of Education has school troubles of its own. With over 40,000 children in New York City unable to find room in the existing elementary schools, and the municipality forbidden by the Federal Government to undertake the construction of any new buildings until the end of the war, a somewhat ingenious solution has been offered by the "Evening World." It calls attention to the fact that there are over 1800 churches in Greater New York, most of which have large Sunday school rooms, special meeting halls, social rooms, and the like, with seating capacities totaling many thousands, quite apart from the church auditoriums proper. It suggests that this seating space, controlled by the churches, would go far towards relieving the demand upon the public schools.

The Sacramento "Union" has an article on the so-called book trust. The article is based on the argument that a family moved from Fresno to San Francisco, from San Francisco to Elk Grove, from Elk Grove to Stanislaus in one year. How any argument can be based on a tourist family like the above is beyond reason. The whole argument is made from the standpoint of creating more jobs for Sacramento politicians, sons and daughters in the State printing office. It will add a hundred thousand dollars per year to the Sacramento pay rolls and will eliminate the thousands of dollars paid by book companies for the proper promotion of their books. The taxpayer may take his choice. But the man who is interested in the education of the children must consider the merit of the books.

R. L. Bird announces that when he retires from the principalship of the Arroyo Grande High school, W. G. Frederickson has been chosen to succeed him. Mr. Frederickson is now instructor in the Garfield intermediate school at Berkeley.

E. H. Crussell of the manual training department of the Chico city schools has resigned and gone to the Washington University, where he is professor in the department of vocational training. C. A. Morrell, who has been instructor in the manual department of the Chico High school, has been chosen to fill the vacancy.

Dr. Grace M. Fernald of Los Angeles has been at Sacramento since October 22, correcting proofs of the new State speller.

Superintendent G. W. Frick of Alameda county has selected Professor D. E. Martin of the Livermore grammar schools as assistant superintendent of schools. Superintendent Frick had a most decided endorsement of his work in the recent election and with such an able assistant as Mr. Martin, who it is understood will act as field deputy, Alameda county will continue its forward looking growth.

The school trustees of Chula Vista, on account of charges against Professor Chas. A. Shaver, the principal, of pro-German tendencies, resigned in a body. The entire affair is now in the hands of Superintendent West.

Dr. Ernest C. Moore, president of the Los Angeles State Normal school, has written a vigorous article to the Sacramento "Bee" of December 16 on compulsory education in the way of continuation schools to the age of 18.

The N. C. T. A. (H. G. Rawlins of Willows president) meeting, which was called for November 11 to 16, has been postponed indefinitely.

Superintendent A. P. Shiply of Imperial county has postponed his institute, which was to be held on December 16, indefinitely.

The convention of the Central Coast Coast Counties, E. E. Brownell president, which was called for the week of November 22, has been indefinitely postponed.

* * *

I read with interest every issue of the "Western Journal," and you are to be congratulated on the excellent paper you are making of it. It does a lot of good.

Sincerely yours,
S. M. Chaney,
Supt. of Schools,
Glenn County.

The Government intends to establish a bureau of service for teachers and school trustees. The elimination of private enterprise, no matter how valuable, must give way, it seems, to various enterprises of the Government, that crush private enterprises like the ancient wheels of Juggernaut or the modern war tank.

W. G. Hartranft has run his machine for the benefit of the Red Cross during the "flu" in San Francisco, and has done splendid service for the cause of humanity.

The San Diego State Normal school has instituted a course of study in occupational therapy. This is teaching by occupation arts and crafts. The idea is to teach hand crafts to disabled soldiers.

Percy R. Davis, principal of the Riverview Union High school, Lakeside, San Diego county, has resigned to take the officers' course for the Coast Artillery.

A dearth of teachers still exists is Kern county owing to war conditions and to the teachers seeking other employment. Since the beginning of school a number of teachers have resigned and the county office is on the lookout for teachers to fill the vacancies. Mrs. Pearl Durnal has been appointed by the trustees to fill the vacancy caused by the resignation of Mrs. Clifton A. Chisholm.. The teacher at the Granite school has had to resign on account of illness and a teacher is needed to fill her place.

Mrs. Lydia D. Lawhead of Woodland has an exhaustive article in the Sacramento "Bee" on the reorganization of our schools.

BOOK REVIEW

"Elementary Forge Practice," a textbook for technical, vocational and manual training schools by Robert H. Harcourt, instructor in forge practice, Leland Stanford Junior University. Contents: Chapter I, Materials and Equipment; Chapter II, Drawing-out, Bending, and Twisting; Chapter III, Common Welds; Chapter IV, Special Welds; Chapter V, Hammer Work; Chapter VI, Annealing, Hardening, and Tempering Steel; Chapter VII, Tool Forging; 40 full-page plates and 57 text figures; 148 pages. Bound in buckram, price $1.50; discount in quantities. For sale Stanford Book Store, Stanford University, California; H. S. Crocker & Co., San Francisco; Cunningham, Curtis & Welch, Los Angeles. Professor Harcourt is to be congratulated on the publication of so valuable a text-book for high schools, technical schools and colleges, and the industrial forge man will find this book full of excellent suggestions. It presents a fine course in elementary forge practice. It aims to give the fundamental operations employed in forge work. The type is clear, the illustrations effective. The arrangement of text an dexercises show skill, and the book is really a credit to author and printer. The State Board of Education has placed it on the approved list. It should be used extensively.

ELEMENTARY MACHINE SHOP PRACTICE

Professor T. J. Palmateer, instructor in machine work, Leland Stanford Junior University, has written a book of 64 pages, with 10 halftones and 91 ink drawings, for use of students. It is published by the University Press and can be ordered from Potter Bros. Co., 565 Market street, San Francisco, or Cunningham, Curtis & Welch, Los Angeles, Cal. Price $1; in quantities of ten or more, 80 cents. This book is adapted for technical high schools. It is listed by the State Board of Education on its list of approved high school text-books. Part I is devoted to lathe work; Part II, to vise, shaper, drilling and tapping; Part II, milling machine work. The exercises are illustrated, and the language simple, direct and clear. In fact, the English is so good and it proves the theory that if you have the subject you will know how to tell it. The professor of English department at Stanford could not write clearer or better English than used in this technical book on machine shop practice. We would advise every teacher having to do with technical schools to send for a book for examination.

* * *

The Sacramento "Union" of October 27 contains a long article by Robert L. Telfer, State printer, on the printing of school text-books, and is full of propaganda for the printing of high school texts by the State printing office. The article is evidently written from the standpoint of profiteering on the part of taxeaters.

The Supreme Court has ruled that the Board of Education of San Diego is subject to recall. The election will be held.

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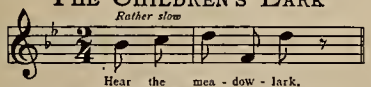

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Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Room 707, Forum Building, Sacramento, on or before January 1, 1919.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for Textbooks in Arithmetic," may be submitted on or before the hour of 4 o'clock p. m. of January 1, 1919.

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State Board of Education

Edward Hyatt, Secretary

Sacramento California

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Vol. XXIV, No. 12 SAN FRANCISCO, DECEMBER, 1918 Price, 15 cts.

MEETINGS

Bay Section the California Teachers' Association; Wm. J. Cooper, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, F. H. Boren, Lindsay, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the Califnroia Teachers' Association; E. E. Brownell, Gilroy, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Edward Hyatt, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Will C. Wood, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone.

The Western Journal of Education

HARR WAGNER, Managing Editor.
CHAUNCEY M'GOVERN, Associate Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Washington Irving School, San Francisco, Associate Editor.

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THE AMERICANIZATION OF EDUCATION

Extracts from an address delivered before the California Schoolmasters' Club
by H. B. Wilson

It will be well to understand at the outset in what sense and with what meaning the term "Americanization" will be employed in the discussion that follows. By "Americanization" I shall not mean that educative effort designated Americanization, which is directed to the serving of foreigners in their preparation for naturalization. Nor shall I mean merely nationalization in the sense of national support with a measure of national control. What I have in mind when I use the expression the "Americanization of Education" is the establishment of an educational system in the United States which is definitely and peculiarly adapted to serve the present and future needs of our nation. It must be a system adapted to realize our present and gradually evolving ideals; a system adapted to preserve, enlarge and improve our democratic American institutions. It must be concerned with minimizing and eliminating our shortcomings at the same time that it seeks to enlarge and augment our virtues and strengths.

The importance of raising our schools to the highest plane of efficiency is all the greater now because of the great world leadership of the United States. We stand today proven the most efficient nation of the earth, not only in wealth, but in commercial and industrial efficiency. Our army is recognized as not only the most perfect physically, but as the cleanest morally and the most high-minded intellectually of any

Superintendent H. B. Wilson of Berkeley, Cal., Formerly of Topeka, Kansas, Lecturer, Author and Strenuous Administrator; An Executive With a Vision

army ever assembled under any flag. The military nations of the world marvel at the irresistible dash of the relatively raw and green troops, which constitute our American Army, the greatest of fighters the world has ever seen. Such efficiency as is embodied in the efforts of the United States was never seen in the world until we entered the war. Not only in speed and quantity of production in marshalling our forces have we outdone the expectation of the world, but we have transcended just as far what the world expected in the quality of our product.

Fortunately we are now in a position to understand more clearly than ever before the great responsibility resting upon the United States for developing an educational system in accordance with the highest standards of efficiency. This understanding is possible today from at least these two facts, namely—first, our disillusionment in reference to German educational and national efficiency; and second, the realization of certain fundamental weaknesses in American education and institutions.

Our disillusionment in reference to German efficiency resulted from our efforts early in the great war to understand Germany's unethical international conduct in starting the war and in the subsequent atrocities, which attended her prosecution of the war. After these events occurred we began to understand the dastardly effects which had been produced in the German people through the teachings of such leaders as Neitschke, Treitschke, and Bernhardi, and under the caste system of education in vogue in Germany. Baldly stated such facts as are noted below regarding German education came to be generally known by the intelligent citizenship of America, with the result that the halo surrounding Germany's educational system has disappeared. We now understand to some extent what it means that 90 per cent of Germany's elementary school population was trained in the lower schools where the aim was to educate the youth only to the point which would make such on-coming citizens economically valuable. The aim was to produce well-trained, browbeaten, docile followers—citizens who should be duly God-fearing and Kaiser-loving. We now know these are the cheap schools, costing from $15 to $16 per year per pupil. This low cost was due to the fact that they were poorly equipped with school furniture and to their great overcrowding. Statistics show that in 1912, 7396 classes averaged 165 pupils per class. One class numbered 230! From these schools 80 per cent of the boys and 40 per cent of the girls disappear at 14 years of age to become bread-winners. The amount of retardation throughout was very great, reaching 55 per cent. The discipline in vogue was a system of subjugation. Absolute obedience and automatic conformity were demanded of all pupils, the aim being to crush all tendencies toward independence.

Not only has the disillusionment of America regarding Germany stimulated us to a realization of our great responsibility as a leading nation, but the war has served to impress upon us that certain fundamental weaknesses in our American citizenry must be corrected in the on-coming citizens through an improved educational system. According to the 1910 census there were in the United States over five and one-half million persons, above ten years of age, who were unable to read and write in any language. This fact did not alarm us sufficiently until we found under the operation of the first selective draft that we had 700,000 men of draft age who could not read or write, could not sign their names, could not read the posted orders or the manual

of arms, could not understand signals of battle, and could not write home or read letters from home. It required the crucial test of carrying our responsibility in the great world war to arouse our concern over the fact that among our agricultural population 3,600,000 cannot read a farm paper, an agricultural bulletin, a Liberty Loan poster, a newspaper or the Bible. Not only is concerted action on the part of the people of the nation rendered more difficult by reason of this appalling amount of illiteracy, but if it be true that each illiterate has an average producing power per day of fifty cents less than a man who can read and write, it means an annual loss to the nation in producing power of above eight hundred million dollars.

The selective draft likewise brought to our attention the fact that about 35 per cent of the men of draft age were ineligible because of physical defects, 90 per cent of which were remediable. It is well known that the standard of efficiency, which was originally applied in selecting men for military service, had to be greatly lowered. Investigations in reference to the child population since the above facts were revealed by the selective draft have discovered that 75 per cent of the twenty million children in the public schools are handicapped by remediable defects.

The war has not only emphasized the large amount of illiteracy and the physical handicaps among our citizenship, but our lethargy in appreciating the dangerous attack, which German autocracy made upon the democratic institutions of the world, revealed how inadequately the people generally had been taught to appreciate the genius of our American democracy and the free institutions thereunder. As a people our citizens were not keen to realize that the opportunities and rights and privileges which they enjoy under our democratic government were being fundamentally and dangerously assailed. Evidently there is need for teaching in a more concrete fashion the wonderful heritage our citizens enjoy under our American democracy.

From this time forward we shall certainly modify our attack in the matter of emphasis in such fashion as to teach more adequately and thoroughly than in the past the peculiar and characteristic genius of American institutions and the permanent and outstanding assets of our democracy. Not only must we present these matters positively as in the past, showing what democracy's assets are (representative government, trial by jury, no taxation without representation, free speech, a free press, habeas corpus, the right of petition, the right of protest, the right of public assembly, etc.) and how we came by them; but also negatively, that the advantages of democracy's institutions may be impressed more forcibly when studied in contrast with autocracy's governmental institutions and with the limited privileges and rights of people living under the same.

From the standpoint of insuring the greater appreciation of the peculiar genius of our American democratic institutions, our teaching of history and civics needs to be so directed as to genuinely Americanize all of our people, both the native and foreign born. Not only must all be able to speak the language of America, but they must likewise be able to think in American terms, to measure by American standards and to estimate by intelligent comparisons the governmental opportunities and privileges conferred by our democracy.

It is perfectly evident, of course, that any educational program which is adequate to completely equip the on-coming citizens of America must provide for the development of every aspect of efficiency which each citizen should manifest. Any thorough-going program of Americanization must train for at least the following five phases of efficiency: Health or vital, vocational, avocational or leisure, civic, and moral and religious. These descriptive terms are perhaps sufficiently concrete to render unnecessary further explanation. It will suffice, therefore, to say that the basis for all phases of one's efficiency is a good physique, the possessor of which keeps it in good health and up to good physical tone. Of course one must be efficient in the things that he does to earn his bread and butter—that is, he must be able to do successfully and well his daily work. At the same time, though, we must realize that the modern working-day occupies but one-third of the twenty-four hours of the natural day. One has much time, therefore, which is spent in neither rest nor work. Education must do as much as possible to equip people to use their leisure time properly and wholesomely with reference to themselves and others. At the same time that one is a worker at some occupation he is also a citizen and sustains many relations as a citizen to the civic affairs of the town, the county and state, and the nation in which he lives. We readily recognize that essential to efficiency in his work and in leisure is a right moral and religious background and outlook. Such a background is essential both to poise in conceiving and determining procedure and to adequate, wholesome inspiration during the execution of projected programs. Provision must be made for directing definitely and concretely what should be done from grade to grade in the public schools to insure the development of each child to the fullest possible extent in each of these phases of efficiency.

Since the educational program which we are constructing is to be operative in a democracy training for democratic citizenship, provision must be made to insure the training of each on-coming citizen for serving satisfactorily in the double relation of leading and following. Each citizen in a democracy is in most relations a follower, but in some one relation each is apt to be a leader. In governmental affairs President Wilson, for example, is a leader, but in a case at law, or in a serious illness, he would be compelled to take the relation of follower, allowing some one more expert to advise, lead and direct. It must be realized that the qualities essential to efficient following are confidence in the expert leader and ability to take and obey his orders faithfully and unquestionably. A good follower must be able to execute what he is told to do. The qualities essential in a good leader are independence, originality and initiative. American public education must establish in each pupil of the schools in the fullest measure possible the qualities essential in the trusted, intelligent follower and in the capable leader.

That each individual may be as efficient as possible, all information which functions automatically must be reduced to the plane of inexorable habits and skills. The teaching of all the phases of arithmetic, spelling, writing, reading, etc., which are to be reduced to the plane of habit should be done with much greater economy and efficiency than generally obtains today. Efficient and reliable habits and skills are indispensable to accuracy, to speed, and to insuring adequate attention to the larger aspects and the larger bearings of one's acts in all situations.

A new source of support to which we are beginning to give consideration is that which might be supplied by the national government. Support from this source would possess more far-reaching consequences than any other single feature in promoting the genuine and thorough-going Americanization of education. National support would imply at once not only the giving of advice and guidance, but the giving of money to communities and states conforming to certain standards. The determination and enforcement of these standards would insure an essential measure of uniformity in all of those things requisite to efficient citizenship in our democracy. National support would mean nation-wide attention to essentials of all sorts. These essentials would be extended to rural and sparsely settled communities as well as to urban populations. Not the least important measure which would follow from national support to education would be more adequate financial support for the maintenance of schools of ALL TYPES. It would likewise guarantee the wise and just consideration at all times of the place and value of our educational system in developing, promoting and perpetuating our national ideals and our democratic institutions.

* * *

CAN YOU BEAT IT?

Courtland Union High School

Courtland, Cal., Nov. 14, 1918.

The Western Journal of Education,
San Francisco, Cal.

Dear Sirs:

In the October issue of the "Western Journal" I notice that the Healdsburg High school, under my friend Shoer, has been making "a war record" of which one may be proud, and asks if any other high school can equal it.

I haven't the data as to the amount earned by the students of the Courtland Union High school during the summer vacation, but on Friday afternoon, preceding the close of the Fourth Liberty Bond drive after the subscriptions were all in and the weekly sale of war stamps closed, the students had in their own names per capita:

Of War Stamps	$ 33.18
Of Liberty Bonds	234.87
Total per capita	$268.05

This is more than three times the per capita investment of the Healdsburg pupils, and, I think, is the record of high schools in the State. If any can beat it, would like to hear from them. This will be increased about $10.00 per capita by January 1, as we have weekly stamp sales.

Very truly yours,

F. O. MOWER.

ADEQUATE SUPPORT FOR ELEMENTARY SCHOOLS

Mark Keppel

While each locality should take an active interest in education, it is true that education is the business of the State primarily and supremely.

Discrimination against any child so that it does not have an equal opportunity to secure at least an elementary education is wrong and foolish. Discrimination of that very kind smears the school system of California with black spots of shame.

Compulsory attendance extends only to those who reside within two miles of a school house, by the most direct traveled road; and because the strong and loving arm of the State is thus shortened, thousands of children are growing to manhood and womanhood in squalid ignorance, while the unthinking boast of California's preeminent State school system.

California has shifted the burden of education from the State to the counties and the districts; and many of the counties are forcing the districts to carry an undue burden. Many districts are not doing all that they could do, while others are doing their utmost, but are not able to do enough because they are rich in children and poor in assessed valuation. In consequence, there is no such thing as a reasonable equality of educational opportunity for the children of the elementary schools of California.

To illustrate and emphasize these conditions and to indicate needed changes, I use Los Angeles county, the county with which I am most familiar, and the eight-year period from July 1, 1910, to July 1, 1918.

This period of time is a glorious one in the history of California, because it is a period in which our State government became vastly more democratic and more human.

It is also a period of great educational advance in spots in California.

For the year ending June 30, 1910, the average amount of money per unit of average daily attendance to the elementary school was $45. Of this sum the State furnished $17.04, the county $19.20 and the districts $8.76.

For the school year ending June 30, 1918, the total was $60.37; of which sum the State provided $16.12, the county $16.06, and the districts $28.19.

In that eight-year period the cost of elementary education increased $15.37, and the support given by the State decreased $.92, and by the county $3.14, while district support increased $19.43 per unit.

For the current year, the assessed valuation of Los Angeles county is $839,059,694, and the average daily attendance for 1917-18 is 81,543. The assessed valuation per unit of average daily attendance is $10,289; 86 districts have more, and 76 districts have less than the average valuation of $10,289.

The range of variation runs from Mint Canyon district with $1093 to Beverly Hills with $130,585 per unit. Mint Canyon district has 11 average daily attendance and Beverly Hills, 40.

The following table lists the 26 districts of Los Angeles county richest in children and poorest in money:

Districts	Average daily attendance	Average valuation per unit of A.D.A.	30c tax will yield per unit
Mint Canyon	11	1093	$3.27
Live Oak	11	1593	4.77
San Francisquito	13	1716	5.14
Agua Dulce	9	2098	6.29
Florence	394	2228	6.68
Graham	286	2381	7.14
Watts City	668	2580	7.74
San Antonio	122	2935	8.80
Alturas	9	3155	9.45
Llano	75	3285	9.85
Bell	185	3348	10.04
Willowbrook	163	3354	10.06
Honby	14	3374	10.12
Somerset	162	3583	10.74
Belle Vernon	44	3672	11.01
Sulphur Springs	13	3909	11.72
Palomar	31	4032	12.09
Downey	186	4412	13.23
Huntington Park City	712	4526	13.57
Elizabeth Lake	15	4529	13.58
Jefferson	167	4530	13.59
Azusa City	326	4598	13.79
Whittier City	946	4609	13.82
La Verne City	202	4748	14.24
Soledad	21	4809	14.42
Hawthorne	241	4952	14.85

The twenty districts listed below are those that are poorest in children and richest in property:

Districts	Average daily attendance	Assessed valuation per unit	30c tax will yield per unit
Beverly Hills	40	130,585	391.75
Wiseburn	9	100,812	302.43
La Mirada	29	100,851	300.75
San Marino	40	82,430	247.29
La Ballona	24	76,619	229.85
Llewellyn	14	64,491	193.47
Tierra Bonita	4	63,875	191.62
Felton	8	60,921	182.76
Enterprise	20	60,626	151.87
Lowell Joint	15	46,159	138.47
Hyde Park	95	39,485	118.45
Vernon City	129	38,136	114.40
La Puente	92	35,854	107.56
Cerritos	29	35,062	105.18
Arcadia City	117	34,354	130.06
Redman	10	33,995	101.98
East Whittier	153	33,897	101.69
Rowland	30	33,615	100.84
Rogers	10	33,509	100.52
Perry	19	32,231	96.69

Children attending the schools listed in the first table above do not have average educational advantages. They are discriminated against outrageously and enormously.

Omitting Watts City from the first table, the remaining 25 districts have 4358 units of average daily attendance, only 10 less than Pasadena City school district. They are allowed 139 statutory teachers and 30 excess units, while Pasadena is allowed 137 statutory teachers. Their valuation is $16,288,150, and they can raise $48,664 by a special tax of 30 cents. Pasadena City school district's valuation is $55,112,895, and it can raise $165,338 by a tax of 30 cents.

For the current year the State and county will pay to the 25 districts $143,020 and to Pasadena City school district $140,870.

The total income of the 25 districts will be $191,884, while Pasadena City school district's income will be $306,208, or $114,324 greater than the income of the 25 districts, although the difference in average daily attendance is only 10 units. The children in Pasadena City school district are being taught by 235 teachers, and in the 25 districts by 180 teachers.

The children of Pasadena City school district are not treated too well, but the children of the 26 districts are treated far too poorly.

The 20 districts in the second table have an average daily attendance of 887 and an assessed valuation of $42,009,320. Their ability to help themselves is nearly four times that of Pasadena City school district.

Reasonable equality of opportunity does not prevail among the larger districts any more than among the smaller ones, as the list below will show.

City School Districts	Average daily attendance	Amount per unit that a 30c tax will yield
Glendale	1,498	$16.53
Pomona	1,457	18.10
Alhambra	1,139	20.50
Long Beach	4,534	22.70
Santa Monica	1,345	28.13
Los Angeles	51,559	31.74
Pasadena	4,368	37.85

Relatively the state and county treat the foregoing seven districts alike in paying money to them. As districts their ability to help themselves is vastly different. Why should it be? Are not the children of Glendale just as dear to the state as are those of Pasadena? Why, then, discriminate between them?

Probably the districts should supply the school plants, grounds, buildings and equipment.

I suggest apportionment on the following basis:

For 25 or less average daily attendance.....$1,500
For 26 to 50 average daily attendance..... 3,000
For 51 to 75 average daily attendance..... 4,500
For 76 to 100 average daily attendance..... 6,000
For 101 to 130 average daily attendance..... 7,500
And for each additional group of 1 to 30 units of average daily attendance..... 1,500
Also for each group of 220 units, there should be an allowance, to provide for adequate supervision, of..... 1,500

This money should go into one of two funds—salary and expense. The salary fund should amount to not less than 80 per cent of the sum apportioned.

The foregoing scheme will require the state and county to provide much more than they provide now, and will relieve the districts.

The allowance should be given to districts only if they use them. Any district which proceeded to accumulate a surplus by underpaying its teachers, shortening its term, or by hiring too few teachers, or by any other action which would lessen the extent and content of education, should suffer the loss of its surplus.

The suggested basis of apportionment is intended as a minimum. The actual requirements of each district should be determined in July, and submitted to the superintendent of schools as a budget for his approval.

The county tax should provide all that is needed above the fixed sum from the state.

The proposed schedule contemplates larger expenditures for education. It contemplates the extension of educational opportunity to all children and not the curtailment of opportunities now enjoyed by part of the children.

Compulsory education without excuse on account of distance will involve transportation of children who live beyond the two-mile limit. Such transportation should be paid by the districts and the county should reimburse the districts. The state and the county will no doubt need to levy a direct tax. Whatever the need is, it should be met without hesitation.

* * *

THE NEW MEMBER OF THE STAFF OF THE JOURNAL OF WESTERN EDUCATION

The San Francisco Examiner stated in a last week's issue:

"After serving the Home Industry League of California successfully since 1915, as director of publicity, Chauncey M'Govern retired yesterday to become manager and director of publicity for the San Francisco Welfare League, with offices in the Hearst Building.

"The San Francisco Welfare League was formed during the recent political campaign, and is composed exclusively of individuals who are actual residents and voters of the city and county of San Francisco, together with clubs, unions, associations and other organizations, membership in which is confined to actual residents and voters of the county. It has heretofore consisted of people representing all the factors opposed to the passage of city charter Amendment 37, better known as the "School Amendment," which was so badly beaten at the recent election. It was the San Francisco Welfare League who conducted the fight against the amendment so successfully, Mr. M'Govern handling the publicity.

"Among the public-spirited improvements which the Welfare League will begin to promote immediately is a new law to make the city schools better, yet keep them out of politics. This new law is now being framed by prominent local educators who are residents and voters of the city.

"Another measure to be promoted by the Welfare League is an arrangement by which the city treasurer will pay a "rebate" to all ships coming to San Francisco for fresh water, so that the high cost of fresh water at San Francisco's port to ships will be made equal, in effect, to the much cheaper water furnished ships at Seattle and other Pacific Coast seaports.

"Mr. M'Govern has also been appointed associate managing editor of the Western Journal of Education, the official organ of the Teachers' Association of San Francisco."

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The Problem of the Balkans

A timely Article on Current Geographical Changes, by Prof. H. W. Fairbanks, Author "The Geography of California"

I. The Balkans as a Whole

The earliest civilization of Europe developed upon the Balkan Peninsula. How is it that this region, having a central position and the most favorable coast line of any of the Mediterranean peninsulas, is now one of the most backward and poorly developed portions of the continent?

What region de we include in the Balkan Peninsula?

Why do we say the Balkan Peninsula has a central position?

With what other peninsulas can we advantageously compare the Balkans?

How is it that the Balkan Peninsula has the most favorable coast line of any of the three peninsulas of Southern Europe?

1. The Balkan region has a very irregular coast with many islands.
2. The Italian Peninsula has a much more regular coast and fewer harbors.
3. The Iberian Peninsula has a regular coast and still fewer good harbors.

How can we explain the Great differences in the coast line of these peninsulas?

1. The Aegean sea and the eastern shores of the of the Adriatic occupy a submerged mountainous region.
2. The Italian and Iberian Peninsulas have been less submerged.

What influence has the work of men had upon the harbors of these peninsulas?

1. The deforestation of the Italian and Iberian Peninsulas and the torrential character of the rivers have silted up the harbors.
2. Because of the deeper bays, more rocky slopes the influence of men has been less upon the harbors of the Mediterranean slopes of the Balkan region.

Why do we speak of the western shore of the Adriatic as the "Mediterranean Norway?"

How can we account geographically for the fact that the earliest civilization of Europe arose in the Balkan Peninsula?

1. The southern part of the peninsula was easily reached from Egypt, the home of the earliest known civilization.
2. It was easy to cross the Aegean sea with its many islands from the coasts of Asia Minor, where other early civilizations existed.
3. Many bays and islands encouraged life upon the sea and intercourse with other lands.

How do the natural boundaries of the Balkan Peninsulas compare with those of the other peninsulas mentioned?

1. The Balkan region is separated from the rest of Europe for most of its northern boundary by the Danube and the Save rivers.
2. The Italian Peninsula is separated from the rest of Europe by the Alps.
3. The Iberian Peninsula is separated from the rest of Europe by the Pyrenes.

What, then, can we say of the relative accessibility of the three peninsulas?

1. The Balkan Penisula is widest where it joins the continent and has no protective boundary.
2. The Iberian Peninsula is narrowest on north, but even the rugged Pyrennes have offered little obstruction to movements of armies.
3. The Italian Peninsula has been reached across the rugged Alps by various armies and plundering hordes.

What is the relative importance of the three peninsulas or land bridges between the three continents of the Mediterranean?

1. A narrow strait separates the Iberian Peninsula from Africa.
2. A great island forms a connecting link between Italy and Africa.
3. An island forms a less intimate conconection between the Balkan Peninsula and Africa, while islands and narrow straits separate it from Asia.

Why is the Balkan bridge the most important of the three?

1. Because in ancient times the most important migrations were from east to west.
2. Because in recent times the most important commercial movements are from west to east.
3. Because the bridge connects the life of three great continents.

Has the surface of the Balkan region anything to do with its backward condition?

1. The larger part of the Balkan Peninsula is an upland broken by confused mountain ranges.
2. The mountains break up the surface into different basins between which communication is often difficult.
3. The larger part of the lowland lies in the northern and northeastern parts.

How does the surface compare with that of the other peninsulas?

1. The narrow Italian Peninsula has a central mountain range, coast lowlands and a great plain-like valley south of the Alps.
2. The Iberian Peninsula is chiefly a vast plateau-like highland, broken by many mountain ranges.

What influence has the climate had upon the development of the Balkan region?

1. The lowlands bordering the Mediterranean have a mild sub-tropic climate, known as the **Mediterranean climate.**

a. The Mediterranean climate is favorable to the growth of the olive, orange, lemon, fig, raisin grape, etc.

b. The Mediterranean climate is characterized by winter rains, while the summers are usually dry.

c. The rainless summers make irrigation necessary in most parts.

2. The mountains, plateaus and valleys of the interior have a climate cold in winter and hot in summer, known as the **mid-European climate.**

a. The mid-European climate is marked by both winter and summer rains and snow.

b. The hills and valleys are given over to raising fruit, grain and stock.

c. The high mountains are too cold for any use but that of pasturage.

How is it that we find such strongly-contrasted climatic regions in the Balkans?

1. Many of the mountains reach an elevation of six to nine thousand feet.
2. The mountains rise close to the sea so that the Mediterranean belt is in most places narrow.

How is it that we find two distinct temperature belts in this region?

1. The mild Mediterranean temperature is due to influence of the great body of water lying to the south.
2. The interior possesses the continental climate of the temperate belt.

What is the reason for the great differences in rainfall in different parts?

1. The northern part lies in the belt of the westerlies and may receive rain at any season.
2. The dry summers of the Mediterranean region are due to the extension northward at that season of dry belt between the westerlies and the trade winds.
3. The winter rains are due to extension southward of the temperate rain belt.
4. The drier climate of the northeastern portion of the Balkans is due to its greater distance from the Atlantic and the many intervening mountains.

Although the Italian and Iberian peninsulas lie in about the same latitude as the Balkan peninsula, their predominating climates are not the same.

1. The climate of the Italian peninsula is essentially Mediterranean.

a. The peninsula is nearly surrounded by the Mediterranean sea.

b. The mountains lie nearly the center of the peninsula, and are, with the exception of the Alps, not as high as those of the Balkans.

2. The Iberian peninsula, like the Balkans, is chiefly a highland.

a. Fringe of Mediterranean climate is narrow, except on south.

b. The interior is dry because of surrounding mountains, cold in winter and hot in summer.

c. The northwest portion is very wet.

To what contrasts in vegetation do the climatic belts of the Balkans give rise?

1. The coastal slopes, dry and rocky, exhibit a scanty vegetation.
2. The northern slopes, with more rain and better soil, were once generally forested.

What serious results have come from deforestation of the whole north shore of the Mediterranean?

1. Fuel has become scarce.
2. Soils have been impoverished.
3. Harbors have been silted up.

What other cause besides climate and deforestation has affected the fertility of the Balkan peninsula?

1. The mountains of the Balkan peninsula are formed chiefly of limestone.
2. Limestone forms such a thin, poor soil that large areas of the steeper southern slope is almost bare rock.
3. Many of the streams, especially in the western Karst region, have formed underground channels by dissolving the limestone.

How has the nature of the surface of the Balkan region affected the development of the people?

1. Different mountain ranges form one continuous highland, usually difficult to cross, extending from the Alps on the northwest to the Aegean sea on the southwest.
2. The rugged mountain ranges have tended to keep the people in different parts from mixing with each other.
3. The presence of large areas, suited only to pasturage, has tended to retard agriculture and industry.

What can we say of the accessibility to market of the different parts of the Balkan peninsula?

1. The broken coast line with many harbors offers good opportunities for shipments by sea.
2. The high and rugged mountains bordering the Adriatic make communication with the interior difficult.
3. The Vardar and Maritza rivers, emptying into the Aegean, are navigable for only short distances.
4. The navigable Danube and Save rivers offer easy access to the northern Balkan region from the Black sea.
5. For products of the Balkan lands to reach market from the Black sea the Bosphorus and Dardanells must be passed.
6. The products of the northern Balkans might go up the Danube to Budapest and Vienna.

How does the accessibility of the agricultural lands of the Balkans compare with those of the other peninsulas?

1. The Italian peninsula is easily accessible from nearly all sides, although the harbors are not always good.
2. The interior of the Iberian peninsula is not easily accessible because of the surrounding mountain ranges.

How is it that the northern and northeastern sections are the most important agriculturally, althougt not within easy reach of market?

1. The soil is fertile.
2. There are larger areas of valley lands.
3. The rainfall is more evenly distributed through the year.

What industries should we expect to find most important in this backward Balkan region?

1. Primitive farming, fruit growing and stock raising in the lower valleys and hills.
2. Pasturing of cattle, sheep and goats on the higher mountain slopes.
3. Fishing and trading on the coasts.

Is it possible to open up the Balkan region from the Adriatic?

1. The Romans once built several roads across the mountains.
2. Railroads can be built up the Drina river and from Fiume into the interior.
3. A railroad now connects Sarajevo with Ragusa on the Adriatic.

What can we say of the possibility of development of manufacturing industries in the Balkans?

1. The Balkan region is deficient in both coal and wood.
2. There is an abundance of water power in the mountains.

Where should we expect to find the larger Balkan cities?

1. Where the main highways reach the Danube.
2. Where the main highways reach the Aegean sea and the Dardanells-Bosphorus straits.
3. In the southern part of the Grecian peninsula.
4. Where routes from the Adriatic start for the interior.
5. In the fertile valleys of the northern slope.

What obstructions have had to be overcome to make the Danube valley and river a serviceable highway?

1. The Transylvania - Balkan mountain axis divides the Danube valley into two parts.
2. This mountain axis gives rise to rapids at the "Iron Gate", making navigation difficult.

How is it that the Balkan region, though broken by mountains, has formed an important highway for migrating peoples?

1. The peninsula forms the easiest highway between Asia and Europe.
2. The peninsula is easily accessible from the north across the Danube.
3. The peninsula is easily reached from Central Europe through the valley of the upper Danube.
4. The peninsula is easily reached from Asia Minor.
5. The Morava-Vardar valleys form an easy path in a nearly north and south direction between the Danube and the Aegean.
6. The Vardar-Maritza valleys form an east and west highway between Constantinople and the Danube.

How is it that the Balkan region still remains an important highway?

1. It is the easiest route by which European manufactures can reach Southern Asia overland.
2. With the building of railroads the route has become much quicker than that by water.
3. The inland route opens districts that are not easily accessible to trade by water.

By what other direct routes than through the Balkans can Southern Asia be reached from Europe?

1. The water route through the Suez Canal.
2. The water route through the Bosphorus and Black sea and across the Iran plateau.
3. The water route to Smyrna and across the Iran plateau.
4. The water route to Aleppo and overland through Mesopotamia.

Why do we find so many races of people occupying the Balkan peninsula?

1. For thousands of years different groups of peoples have settled in or traveled through the region.
2. The surface is so broken by mountains that these groups have remained more or less distinct.

Why are there fewer distinct races of people in the Italian and Iberian peninsulas?

1. These peninsulas have not formed such important highways for the migration of different peoples.
2. Both peninsulas have been overrun from the north, the Iberian peninsula from the south across the Straits of Gibralter, and both from the sea, but the various peoples who have reached them have mingled because of the absence of serious interior barriers.

Why are the Balkan peoples, although almost surrounded by navigable waters, in such a backward condition?

1. Owing to the jealousies among the different peoples and the difficulty of communication between them, they have been conquerer and oppressed by their more powerful neighbors.
2. The easily accessible coastal region has a rocky soil.
3. The northern agricultural portion does not have free access to market.
4. Fuel is scarce.

The Different Countries of the Balkan Peninsula

What can we learn about Greece from the map?

1. Greece occupies the southern end of the Balkan peninsula.
2. Greece has the most irregular coast and greatest number of islands of any part of the Mediterranean region.
3. Greece has a surface mostly made up of steep mountains.

How has the environment of the Greeks influenced their development?

1. The poor, rocky soil discouraged the growth of agriculture.
2. The many harbors and islands encouraged a sea-faring life.
3. Owing to deep indentations of the land, the larger part of the surface possesses a Mediterranean climate.

What should we expect of Bulgaria from its position and the nature of its surface?

1. Bulgaria occupies the northeast portion of the Balkans.
2. Bulgaria has a mountainous surface, but a larger proportion of farming land than Greece.
3. Bulgaria has ports upon both the Black and Aegean seas, but the people care little for the water.
4. Bulgaria, lying north of Greece, has a mid-European climate.
5. Bulgaria, lying in the mid-European belt and to the eastward, has less rain than lands farther west.
6. That general farming, raising of cattle and grain would be the chief occupations.

What can we say as to the characteristics of Serbia from its position and surface?

1. Serbia has a mid-European climate and vegetation, but more rain than Bulgaria.
2. Serbia is a land of barren mountains, plateaus and valleys, which, in the north along the Save and Danube rivers, are large and fertile.
3. Serbia has no trade outlet except through permission of its neighbors.
4. Fruit, cattle and grain are the chief products.

What are some of the reasons for the Albanians being the most backward of the Balkan peoples?

1. The surface of Albania consists of little else but mountains.
2. The mountains are formed of limestone and have a poor, rocky soil.
3. The rivers are swift and torrential in character.
4. The coast lowlands are often marshy and malarious.

How is it that the Albanians, though occupying a country with a long coast line, are neither sailors nor fishermen?

1. The Albanians are descendants of a race of herdsmen.
2. The nature of their country discourages farming and fixed abodes.
3. The peoples in the coast towns are largely Greeks and Italians.

What climatic belts can we distinguish in the Albanian mountain land?

1. A barren, high mountain belt, occupied in summer by herdsmen; Karst region.
2. A lower belt where herding and farming are carried on together; corn, tobacco and olives.
3. A farming zone of plains and valleys.
4. A coastal strip thinly settled except

at harbors, from which in ancient times started roads across the mountains.

Why is the Thracian-Macedonian region so poor and undeveloped?

1. These regions of the Eastern Balkans still belong in large part to Turkey.

2. The farmers do not own their lands as in the other Balkan states.

3. The climate is dry like that of Asia Minor and with the sort of tillage employed is poorly productive.

The Austrian provinces of Bosnia, Hertzgovina and Croatia.

1. Situation.

2. Why should we expect these provinces to closely resemble Serbia?

3. What can we say of their peoples?

What do we mean when we speak of Dalmatia?

1. A province of Austria, forming a long, narrow strip along the Adriatic.

2. This narrow strip of lowland has a warm climate and a productive soil where it is not too rocky.

3. People are Slavs and Italians; latter largely engaged upon the sea because of many good harbors.

4. A region of wonderful fiord-like scenery.

Why are the Montenegrans called the Spartans of the Balkans?

1. Montenegro lies largely in the barren Karst region at southeastern end of the Karnac Alps.

2. Montenegrans occupied this mountainous region to escape the Turks.

3. Montenegro touches the coast at only one point.

4. Montenegrans belong to a brave fighting race.

What conditions are needed to make the Balkan peoples prosperous and happy?

1. The breaking up of the Austro-Hungarion Empire.

2. The abolishing of Turkish rule.

3. The internationalization of the Dardanells and Danube.

4. Guaranteeing to each country access to markets.

5. Establishment of boundaries along racial lines as far as possible.

* * *

Family Loyalty

George Washington formed the subject of class discussion, and a dear little maid declared that her father was "just as good a man as George Washington, so there."

* * *

The Professor's Trouble

The Professor was walking down the street when accidentally he allowed one foot to drop in the dry gutter. Thinking deeply on some obscure subject, he unconsciously continued walking with one foot on the sidewalk and the other in the gutter. A friend, seeing him, stopped and said:

"Good morning, professor. How are you feeling this morning?"

"Well," said the professor, "when I left home this morning I was feeling quite all right, but during the last few minutes I notice I have a limp in my left leg."

* * *

Manager: "Are you good at collecting money?"

Applicant: "Couldn't be better if I were a college president."—Life.

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Chatting with Chauncey

Business Methods Ideal

A new jewelry store was opened up by two energetic young men, some days ago, on Market street, within two blocks of the long-established store of A. S. Samuels, "the house of lucky wedding rings", on the same street, near the corner of Fifth.

Instead of Samuels permitting his face to drop at the new "competition"—instead of his retiring to his rooms and figuring out schemes to "keep his own army of customers" from going to the place of his newly-established "rivals"—instead of his tearing his hair" over the "disaster" to his finely-established business—Mr. Samuels merely smiled more brightly than usual—which, by the bye, is a feat almost impossible for Mr. Samuels—and going to the best florist in San Francisco he orders the most beautiful floral piece he could find with the word "Success" embowered—and this floral offering it gave real joy to Samuels to send.

So amazed was the new store at the sweetness of Mr. Samuels that they told everyone who called at the new store all about the sunny smile of Samuels. Which of course reached the ears of Smiling Sam. And, naturally, it pleased him.

But the best part of the incident—the part that interests most readers who do not do as does Smiling Sam—is that within the first twenty-four hours after the arrival of the floral piece at the new store, new customers had sought out Mr. Samuels and had purchased from him articles the small profit on each of which more than paid for the kindly-sent floral piece several times over.

Which goes to prove that the up-to-date businessman knows that he can conduct his business on the lines of co-operation instead of competition, and do much better than the fellow who still clings to the business methods of the dark ages.

Eastern Ignorance of California

In an Eastern publication I have just seen a "joke" which illustrates the woeful ignorance among Eastern people of important facts about California. The screed follows:

> Little Esther was saying her bedtime prayers, and, in conclusion, asked: "Please, dear God, make San Francisco the capital of California."
>
> "Why did you ask that, Esther?" interrupted her mother.
>
> "Because I wrote it on my examination paper that way."

Now For a Country Home

An editorial in The News of Chicago, last week, makes the statement, of more than passing interest to anyone interested in owning his or her own home, that "If history repeats itself, the people of this land will seek life in the open fields and the countryside, now that the Great War has come to an end. Thus will come again the cottage, the bungalow, with vines on the porches and flowers in the yard, owned exclusively by the family which lives within."

Therefore, teachers, and writers, and singers, and artists—and others who love the arts, and love those engaged in the pursuit of the arts—will find this the time to learn about the "Colony of Writers and Artsists" which is shortly to be started, within an hour of San Francisco, on

Coddington Teachers Agency

Mr. R. W. Coddington and Mrs. Mary L. Coddington established a Teachers' Agency in Los Angeles, January 1, 1907. They have been Proprietors and Managers of this Agency ever since.

Their address is 533 Citizens National Bank Building. Patrons will continue to find them at the same location. The same telephone—14531—has been in use twelve years. This is still their telephone number.

The only change is in the name of the Agency, which since September 1st, 1918, has been CODDINGTON TEACHERS AGENCY.

Complete sets of credentials of thousands of teachers are on file. Personal acquaintance with these teachers, and with California requirements and conditions enable Mr. and Mrs. Coddington and their assistants to render valuable service to schools in need of teachers.

The facts stated are known to nearly all their patrons, but attention is again called to these facts so that there may be no confusion in regard to the several points mentioned. Mr. and Mrs. Coddington are in no way connected with any agency except the CODDINGTON TEACHERS AGENCY, which as stated is located at 533 Citizens National Bank Bldg.

Write, telephone, telegraph, or call personally, if you have vacancies for which you wish recommendations made. Careful and prompt attention will be given to all communications. Address your letter or telegram

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533 Citizens National Bank Building — Los Angeles, California

a site made by Nature when She felt herself at Her best. Those interested should write me at their earliest leisure.

To Mutual Training Teachers

Teachers and others in direct charge of class of manual training will be more than deeply interested in remarkably attractive catalogs just issued by the Berger & Carter Company of San Francisco, owners of the Pacific Tool & Supply Company. Besides being perhaps the handsomest and most expensive books ever produced in California, by California printers—the Sunset Publishing House, of which genial J. H. Brady is general manager—the catalogs contain page after page of attractively printed, well-arranged types, showing quickly-readable "Useful Information" which ought to be at the hand of every pupil in any manual training class in all public and private schools of the State.

Among other things the book contains eye-refreshingly well-printed pages showing "Decimal Equivalents of Parts of an Inch," "Millimetre Equivalents of an Inch," "Comparative Sizes of Gear Teeth," "Melting Points of Metals," "Specific Gravities," "Measures—of Water," "of Cricles," "of Lengths," "of Capacities," "of Surfaces," etc., etc.—all so neatly arranged that a school-boy would delight in the actual use of the tables.

Manual training teachers who desire copies may have them free of charge, although their cost makes their careful distribution imperative, by sending a written request to the editor of this column of the Western Journal of Education, within thirty days of publication of this issue.

* * *

Ginn & Company report that the visitors to their office in the past have been almost exclusively teachers, but this year they have been swamped by crowds of soldiers and sailors. Most of these boys have been looking for books in mathematics and thousands of the Hawkes, Luby and Touton Algebras, Wentworth-Smith Geometries and Wentworth-Smith Trigonometries have been used in the Army Camps, at the Presidio, in S. A. T. C. work, and by Y. M. C. A. classes.

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Editorial

STATE BOARD OF EDUCATION COMMITTEE OF TWENTY-ONE, STATE COUNCIL OF EDUCATION, HOLD SESSION IN LOS ANGELES

The week December 2-7 was an important one in State educational affairs. The State Board of Education, the committee of twenty-one on State Reorganization, the State Council of Education, all held sessions in the city of Los Angeles. There must necessarily come much good to the State from such weighty deliberations. Salary retirement problems, certification of teachers, courses of study, textbooks, school legislation, State reorganization, all came up for consideration. Just what definite action was taken on each of these questions we have been unable to ascertain, largely because we happen to be a class room teacher and the sessions were held during school hours. The proceedings will no doubt be made public in either the bulletins issued by the State Board of Education or through the Sierra Educational News.

A suggestion or two to these worthy educators might not be out of place from a teacher whose interest in their deliberations was none the less, even though he performed the supreme function for which all activities exist, namely, the instruction of boys and girls in the public schools of the State, while they were considering the conditions under which such instruction should be given.

In the first place, it must be confessed that such conferences are of vital importance to all teachers, for indeed here is the machinery that makes for public information and opinion; regulates salaries, both active and retirement; prescribes courses of study, and proposes legislation for the administration of all our school affairs. For that reason places and times of such conferences should be given due publicity in advance; they should be held in educational buildings instead of hotel parlors and office building rooms in order that they be carried on in an educational atmosphere instead of the business atmosphere or transient disassociated air of hotels; they should be held at such times as would admit of the attendance, as mere auditors at least, of the teaching force of the community in which they are held. Such a conference might well be the substitute for an institute in that section of the State in which they are held, for indeed here is the controlling power of the situation, and it would be a good idea for the teaching force to see their administrators and representatives working at close range.

Then there should be a printed program indicating places and subjects to be considered both for the convenience of the members of the conferences and the interested persons desiring to attend them. These would also serve as a basis for publicity for the local newspapers. It seems to us that the dignity and importance of the work of these conferences is worth considerable more attention than that given them by the immediate members thereof. It is true that they are representative conferences and many of the conclusions must be referred back to the parent organizations, at the same time that second step would be easier taken if the deliberation of the committees were held at such times and in such places as large numbers of teachers might be present.

* * *

IMPRESSIONS FROM CURSORY ATTENDANCE

It is interesting to drop into a conference in the middle of its session, sit a while and get the drift of the discussion at hand. Such was our experience on three days of the conferences above referred to. On one afternoon we slipped into the conference of the Council of Education. The question of validity of contracts was up for discussion. The prevailing atmosphere seemed to be that most teachers were void of any honor or conscience in relation to their signature on contracts. Superintendent E. W. Lindsay of Fresno county was decidedly of the opinion that the average teacher was void of conscience or honor in that regard. Superintendent Jerome O. Cross of Fresno seemed to have discovered the condition in Fresno City that Mr. Lindsay was complaining of in the county, but happily he had found a solution. He said he would not hire a teacher for Fresno City who was under contract with another board of education, nor would he release a teacher under contract to accept a position under another board of education. He said that when he went to Fresno there was bitterness and strife between teachers and trustees, but now all is peace and harmony. When asked by Chairman Cox if he would release a teacher to be married, he replied, "The acts of God excepted." Mrs. Dorsey of Los Angeles made a plea for some bureau whose purpose would be to develop the consciences of teachers. She said she was laboring in a system so unfortunate as to have an "eligible list" of teachers; that teachers took certain examinations, were rated according to their standings and were to be assigned to the system in the order of their rating; that oftentimes before they were assigned they entered into contract somewhere else, and in notifying them of their assignment in Los Angeles she would become accused by their trustees of trying to steal their teachers. She plead for some plan whereby this difficulty could be obviated.

The impression of an outsider to the conference was that teachers as a general thing are void of any honor or conscience. In Heaven's name, isn't there an honorable resignation for teachers as well as for superintendents, assistant superintendents, supervisors, members of State boards, county superintendents, and the like? Would Mrs. Dorsey have the teachers sit around after taking an examination and wait for an assignment without any definite promise therefor? If "eligible lists" were reliable guides for the hope of future assignment, then teachers might have some confidence in them and await their operation. We have not the slightest doubt that if school administrators such as Mrs. Dorsey is had charge of them, they would be valid and teachers would come to have confidence in them, but some of us know instances where "eligible lists" become mere camouflage behind which administrators hide to carry out their personal favoritisms. There is no wonder teachers play hide and seek with boards of education when they are tossed about like so many pebbles on the beach of an angry sea. Teachers may lack the kind of conscience administrators would like them have, but they are IT now and its up to the administrators to get in home before they count one, two, three.

* * *

STATE REORGANIZATION PLAN MEETS CONSIDERABLE OPPOSITION

We were unable to attend any of the sessions discussing the plan for State Reorganization. This we regret, for it is a question of paramount importance at this time. We gave our opinion in the last issue of the Journal and are glad to find it corroborated by so many leading school men of the State. The committee of twenty-one, so we are informed, failed to adopt the provision for the State department of it, but are going to recommend some form of county unit plan. We regret to find our State Superintendent-elect in favor of removing his office from the hands of the electorate of the State. Our appreciation of him as a man and educator grows with our acquaintance with him, and his contributions to the discussions in the conferences above referred to; which all argues that the people of the State, not the politicians of Sacramento, have made a good choice in their chief State educational leader. We trust the plan to remove him from our franchise will never materialize and that four years hence the task of having him re-elected will be materially reduced by his having so discharged the duties of his office that all competition will be eliminated.

As to the county unit plan, we gave our opinion in the last issue of the Journal, and see no cause for changing it now.

* * *

WHITHER DRIFTING IN SCHOOL ADMINISTRATION?

There is considerable discussion these days concerning governmental philosophy. Shall we develop paternalism as has been done in Germany during the past forty years, and as has been done in the United States with such rapid strides during the past two years, or shall we hold that the less centralization we have, the less governmental regulation we have, the more individualism we have, the more democracy we have component with stability of national life, the letter the quality of civilization will be? The conflict between these two ideals in a world sense is just drawing to a close with what tremendous sacrifices, and with the victorious ascendancy of the latter ideal. It must be confessed that in our own national life under the changed ideals of our worthy President, Woodrow Wilson, we are fast losing hold of this last ideal and rapidly drifting toward the realization of our President, is

consciously, or unconsciously, letting himself do as so many of our school administrators do when they get into places of authority and consequent power. He rode into the ascendancy on a popular wave of New Freedom, New Ideals, giving great promise of tremendous democratic development. The exigency created by the World War formed the necessity for tightening the lines and developing a great war machine. The victory has been so complete, the adulations so great, that it is doubted whether he can again see our own country through the democratic glasses of former years.

Educators, no less than presidents, are very apt to go through a similar change of ideals, and by the concentration of authority and seeming immediate success, lose their former democratic tendencies and develop into autocrats of a very dangerous type. Dangerous because, being clothed with the cloak of a righteous cause, they are the more apt to deceive the people, and by the authority developed unto themselves they can thwart any democratic tendencies that may develop in the teaching force.

One only needs to sit and listen to a conference of State administrators to see the development of this philosophy of paternalism. The commonwealth to them is the unit of school administration. The State board should have the sole power of issuing certificates, of prescribing courses of study, of supervising the various phases of education. There should be a State Music Department, a State Drawing Department, a State Supervisor of Writing, of Arithmetic, etc. All this is paternalism and tends toward State Socialism and away from Democracy and Individualism. It tends toward building up a great machine, a thing quite apart from the instruction of children in the rudiments of civilization. Its very weight and complexity will some time cause its undoing, just as in Germany the paternalistic and centralization of affairs there have brought their terrible disgrace and tremendous humiliation.

Now, making the county the unit instead of the local district is another tendency in this same direction. It is fostered, not by the people at large, but by the comparatively small groups of administrators in the county superintendents' offices. Consciously or unconsciously they are trying to draw away from the general people the very elements that make for responsibility and democracy. They are asking the people to yield certain prerogatives that have been held inviolate since the founding of our country. They are trying to substitute the will of the Few, or the One for the will of the Many. This tendency is dangerously paternalistic and reminds one of the tendencies in Germany during the last two score years, laudable on the surface, but tremendously iniquitous underneath.

The same tendency exists in most of our large cities. The people aren't to blame. The words school and education are so sacred to them that they readily yield to the suggestions of school leaders. So that when a man of some standing in the educational world says he must have authority component with his responsibilities they yield their individual prerogatives and let one Will take charge of their children's educational activities. He says, further, that he must have assistants and teachers who must also yield their individual notions and submit to his philosophy of education and ideals. It requires a great machine subordinate in all its parts to One to carry out this kind of program. Departments are established with supervisors close in, so that this individual will can percolate throughout the system. Circulars are sent out to principals' offices to be turned over to teachers and passed from one to another, laudable in some respects, but absolutely futile so far as influencing the individual notions and methods of the teacher. All this is paternalistic. It is State socialism reduced to a single system. It is undemocratic; it is anti-social in its tendencies; it soon develops a disproportioned, unbalanced system which sooner or later must reach a crisis and undergo a severe readjustment.

What can be done to check this tendency, is a problem of some magnitude. It will be well for school men to recognize it, refuse to be abettors of it, and do all in their power to promote a counteracting movement.

* * *

SPECIAL WAR COURSES OF U. S. C., LOS ANGELES

University of Southern California has been and is carrying on some interesting courses in subjects relating to the Great Conflict. The lectures have been well attended, indicating the general public interest in them, and they also indicate the real need this institution is meeting in the cosmopolitan city of Los Angeles. The courses are in charge of: Rockwell D. Hunt, Professor of Economics; Ralph T. Flewelling, Professor of Philosophy; Tully C. Knoles, Professor of History; Roy Malcom, Professor of Political Science; Festus E. Owen, Professor of Psychology.

* * *

REPORT OF SPECIAL COMMITTEE ON STATE REORGANIZATION

Meetings Held in Los Angeles, December 5 and 6, 1918

1. We favor a constitutional amendment providing for the raising of county and State school funds, sufficient for the maintenance of all public schools in all school districts, in accordance with standard minimum opportunities, established by law and by regulation of the State Board of Education; said county taxes shall be levied by the Board of Supervisors in accordance with budget prepared by local board and approved by the county boards of education. We also favor constitutional and other legal provisions whereby local districts may secure the levying of school taxes in addition to the State and county school funds for permanent outlay, and for additional educational activities, other than those provided for by State and county funds.

2. We favor the county unit system of school administration. In order that the county may secure the benefits from a larger unit of organization, as has been proven in some States where this larger unit is the basis of school organization, and also in cities where many schools are operated as one system.

3. In such a county unit of organizations, we favor the election of the county board of education by direct vote of the people, and appointment of a county superintendent of schools by said board.

4. That among the powers granted the board of education by law, the following duties should be prescribed:

a. To determine the county tax for school purposes.

b. To appoint a county superintendent of schools.

c. To transfer the power now being held by the supervisors over district boards, to the county board of education.

5. We believe at this time that the questions relating to choice of State superintendent and the members of a State board of education should not be made a part of the program of reorganization; at least, they should not be formulated in a manner to handicap the advancement of the recommendations relating to county organizatisns and to the readjustment of school funds.

* * *

REPORT OF VICTORY BOYS' AND GIRLS' DRIVE IN OAKLAND

Your attention is called to the following report:

We wish to take this opportunity of expressing our thanks and sincere appreciation to the principals and to the teachers for their hearty co-operation, without which the success of the Victory Boys' and Victory Girls' Campaign would have been impossible.

The Oakland public schools as a united force, not only made their quota of pledges but their financial quota also.

The report sent to the State office is as follows:

Number of boys enrolled	2,308
Amount of money represented	$4,777.81
Number of girls enrolled	2,882
Amount of money represented	$4,950.37
Grand total of pledges	4,762
Total money represented	$9,728.10

Mrs. Gladys F. Truby, Chairman,
Oakland Victory Girls.

Nicholas Ricciardi, Chairman,
Oakland Victory Boys.

The schools are highly commended for the fine spirit which was shown in this drive. The fact that the whole organization was carried on during the time schools were closed on account of the epidemic makes the accomplishment of this task one of the big achievements of the school year.

Cordially yours,
FRED M. HUNTER.

Fresno has an active School Women's Club, of which Miss Mame Russell of the Washington School is president, and Miss Maude E. Price secretary. The club was organized in March, 1909, and is affiliated with the California Federation of School Women's Clubs. It meets the first Tuesday of each month, has one hundred and ninety members, and the annual dues are one ($1) dollar.

The club aims to further the welfare of its members and to promote the best interests of the schools. It works for improvement in local school regulations and salary schedules and participates actively in securing desirable school legislation.

WESTERN SCHOOL NOTES

The city of Oakland announces in its bulletin, "Our Public Schools," that it requires 120 portable buildings to house the children. The present rate of growth is 2500 per year in the elementary schools. The rate in the high schools is 300 per year. The evening schools offer over 100 courses in the free continuous schools and have enrolled over 6000 students.

The State teachers of English under direction of Ida Vandergaw and E. B. McFadden are insisting on a standard of a minimum of grammar essentials. This is right. Insist on the minimum of essentials and the maximum of efficiency in all studies.

Chas. C. Parker, of Parker's Book Store, Los Angeles, is one of the most efficient men Los Angeles ever had on the Board of Education. Prof. Chas. E. Seamen has just been appointed to succeed J. H. Bean, resigned.

Superintendent Chenoweth is always up to date. Kern county has just arranged for a teacherage for the Belridge district. It is nine four-room cottages built on the school grounds.

Superintendent Jerome O. Cross of Fresno City has ordered a new school to be named in honor of John Muir.

Superintendent Raymond Cree will hold his institute next spring, while the teachers of the city of Riverside will do university extension work in lieu of the regular institute.

J. L. Stockton of the educational department of Stanford will succeed Agnes Howe in the San Jose State Normal School.

Two new schools in Oakland will be named after Margaret Ogden Steele and Dr. Alexander S. Kelley. Mrs. Short, the new member of the board, is an active club woman.

If the plans of Dr. E. C. Moore and the regents of the University of California carry, the State Normal at Los Angeles will become the College of the University of California. This is a splendid move, and the Legislature will undoubtedly approve. Unless it does, it will only be a question of time until a university is established by the State in Southern California.

Cree T. Work, District Superintendent and Deputy County Superintendent for Reedley, California, has issued instructions on war history of the district.

Mrs. M. A. Clarke, Superintendent of Inyo, reports that H. J. H. Richardson of the Science Department of the Bishop High School died from the effects of the flu last month. Mrs. Clarke has a son in France.

The California Biennial School Report, 1916-1917, 1917-1918, has just been issued. The book is full of interesting statistics, especially the chapter on rural school salaries, comparison of school statistics. Edward Hyatt, Superintendent of Public Instruction; Job Wood, Statistician.

The district attorney of Los Angeles county held up the warrants of the teachers' salaries for the period of the epidemic. It caused a lot of excitement. The teachers' organizations, headed by Wilhelmina Van de Goorberg, made a fight, and it is presumed that the matter will be straightened out, though the district attorney did throw a monkey wrench into the running gear of the school.

Superintendent J. F. West, in a letter to his co-workers, October 2nd, writes effectively for better schools, better service, Victory Bell, war architecture, for and after. A kindly spirit of co-operation is in the letter.

"The Year at Lincoln High" is a rousing story by Joseph Gollomb, of interest to high school pupils. It is full of incidents. It gives a splendid idea of the republicanization of the schools. The Macmillan Co., 609 Mission street, San Francisco, publish the book. Price, $1.35. Order copies for your libraries, for your high school boys and girls.

* * *

LEST WE FORGET

Silver, Burdett & Company of Boston have issued a book of War World Stories, under the title of "Lest We Forget." The book was prepared by John Gilbert Thompson and Inez Bigwood. The volume is published to meet the need of the spirit of the times. Lessons of heroism are now taught that will affect several generations of children. This book, in the hands of a boy or girl, will do much to enable and inspire him or her to loyal citizenship. The table of contents are so attractive that thousands of copies have been sold on the mere recital of the subjects treated. The book is certainly timely—in fact, it will fill the immediate needs of after-war patriotism. It is over 300 pages, attractively bound, and edited with great care.

* * *

THE AMERICAN'S CREED FREE

An artistic, illustrated color print of the American's Creed, as approved in Congress, April 13, 1918, with the story of the origin of the Creed and the dictrinal authorities upon which it rests, will be furnished free to teachers who apply through their principals to Matthew Page Andrews, chairman publicity committee of the Executive Council for the American's Creed, 849 Park avenue, Baltimore, Maryland.

* * *

A PRICELESS XMAS PRESENT

By Chauncey M'Govern

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For, all the money in the bank
Could not the tithe part pay
For any gift
In any shop
Or market-place today
Which could in e'en remotest way
Be half in keeping with the things
I feel for You—or pray:
I send you LOVE;
Its wrapper, LIGHT;
Its messenger, Miss LAUGHTER,
To give you PEACE
With POISE & POWER
All devil-things to MASTER!

(San Francisco.)

THE TIMES HAVE CHANGED

By Giles Strong

Some years ago I chanced to be in charge of a state institution for which state funds furnished such articles as lead pencils, paper, pens, ink and other stationery supplies. Quite in accord with the traditional practice in such cases, in a year or two some of those pencils and pens and some of that paper and ink found their way to my home desk, where they were frequently used for private enterprises. I have a dim consciousness, even yet, that I told myself they were very small matters. To this day, too, I can remember distinctly that private letters, mailed at the institution along with business letters, were commonly stamped with stamps from the institutional postage drawer. I admit there are a number of ingenious ways of condoning this small franking privilege. I merely desire to state the fact.

I confess, however, to admitting to myself more than once, in a dreamy, hazy way, that this was all petty graft. But there seemed to have been no serious consideration of reform on my part, probably because there was no great startling thing arising to shock me into a change. The very existence of the traditional practice among others, its commonness, seemed to act as an opiate. The forces of regeneration slumbered. There was no shock to awaken them. I presume I made good use of that well-worn term "perquisites." You know, a good name for anything, any practice, usually establishes its rightness in the popular mind. Well, "perquisites" was that name.

Eventually I left that institution, though not on account of perquisites, and for a long time I was idle. Aspiring to become a "bookman," I frequented a certain book and stationery store more or less where some half dozen book companies had their business and promotion offices. I was led finally to observe that store a good deal. I learned that when I wanted a fountain pen, or a book, or some stationery, I could save a very large per cent of the retail price by sending some one for it who was employed in the same building, say in one of the publisher's offices, and who was therefore acquainted with the stationery clerks.

Formerly, as head of an institution more or less interested in texts, many free books, sample or examination copies they are called, had been sent me, at least along my lines of interest, which were fairly broad; and thanks to the Macmillan Company, Ginn & Company, Scribner's, Allyn & Bacon, D. C. Heath & Company, Silver's, the American Book Company, and others, I had a pretty representative, but damnably cumbersome, library—in my lines. It had come to me whether there was any purpose, any sense, in it or not, as a part of my petty, en"grafted" perquisites.

But to return to that store. It was my experience in buying books especially, now that I had to buy them, which lead to inquiries. I found that the entire office forces of the book companies there installed were buying from the stationery store at a big per cent off, merely because they were in the same building with the clerks and acquainted. I admired their several bargaining abilities; but I marvelled at the business adjustment of a firm which was supposed to be doing business for profits. Why—a little further inquiry revealed the fact that all these people not only bought for themselves, but for their families and friends, and the friends of their families and friends. I figured that, in the Christmas season, that firm must have lost thousands of dollars in what seemed to me senseless discounts. Then, I further discovered that all this was not an uncommon practice in all sorts, both of wholesale and retail houses. They all seemed to expect to have to submit, with variations in degree, of course, and some more or less inadequate efforts at control, to a certain amount of perquisite, or graft, purchases. I wondered who made up the deficit. Was it charged to overhead, or to the less favored, helpless customer, or both?

Making no pretensions to any acumen as a business man, I wondered in my innocent, unworldly way these firms did not refuse to sell at discount to any one whatsoever except retail dealers, and raise the salaries of its employes 50 per cent of what it saved. I was probably an idle dreamer, but I fancied that such action would raise the morale of clerks, patrons and business generally.

In truth, when, as a philosopher and not as a

AMERICANIZE THE IMMIGRANT

There must be education especially directed to the needs, the characteristics and the handicaps of the newly arrved foreigners. The following textbooks have been prepared by teachers who have had successful experience in teaching immigrants.

Houghton's First Lessons in English provides the first steps in teaching adult foreigners to speak, read and write English. It also teaches them something about spelling, letter writing, geography, history, civics, accounting, making out bills, checks, etc.; and furnishes them with useful general information about this country.

Houghton's Second Book in English for Foreigners in Evening Schools is intended for foreigners who can read and write very simple English. Information is provided regarding naturalization papers, "Help Wanted" advertisements, time tables, insurance, etc.

Sharpe's First Reader for Foreigners is adapted especially for young girls of foreign birth, and is designed to enable them in a short time to read English, and help them to become acquainted with their American environment.

Austin's Lessons in English for Foreign Women teaches foreign women to speak and read English, and is designed especially for use in evening schools and Settlement work.

The book teaches foreign women some of the things that they should know and do, how they should bring up their children and take care of their homes, and how they should benefit from the advantageous opportunities around them.

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D. J. Sullivan, C. C. Van Liew — 121 Second St., San Francisco

L. E. Armstrong — 252 So. Spring St., Los Angeles

business man, you understand, I began to ponder more deeply, the web of our American social structure seemed to me strung through and through with little grafts. They were in the woof and in the warp. It was even worse than that; it was in our blood, and in spite of the fact that we were everlastingly yelling our heads off about the big grafters. How was a great evil ever to be remedied, when beneath the public gaze the real roots of that evil lay hidden and busy?

These thoughts troubled me a great deal, till I finally recalled that I didn't know anything about such things anyway, that, philosophically speaking again, tradition and custom reign supreme, and that probably nothing short of an unheaval of society, some sort of debacle or cataclysm, could work the changes I fancied might be ideal, supposing them to be desirable.

Then I became a bookman. One of the first tasks appointed to me was to look over sample slips and eliminate the dead wood and ancient history. In one hour I destroyed slips representing hundreds of dollars. A half day ran it into the thousands. I learned early to spot the sample sucker with fifty odd books (counting duplicates) against him, and nary an adoption to his credit. For about a week after I began work I apologized for my large sample orders. Then I found my tender conscience was not being appreciated and I ceased to apologize. Since then I have sown diligently, and nourished carefully, little libraries all over the state. So have you, gentle fellow bookman. Again I fell victim, with the rest of you, to a traditional practice; fell for the customary en "grafted" perquisites of the teacher. Sometimes I wondered why; but what was the use? This old, weather-beaten entering wedge of competition was everywhere. Many of our entering wedges, brother bookmen, as we all know, have gone the Hinds-Noble way, reproaching us, as they departed, for a business custom that undid business, tempted the weak beyond their strength or our desires, and made it very, very hard for us to live up to the anti-free copies, and anti-consignment mandates of the Pulp and Paper Section, when it spoke. Except for volcanoes, the process of evolution is very, very deliberate. The world needed a shock.

Now the shock, the deluge, the upheaval, has come. First the World War, then our American participation, then the War Industries Board, then its Pulp and Paper Section. This last eruption puts the ban on at least three practices I have long had my doubts about, and of whose passing I used to dream: (1) the free sample copy; (2) the free desk copy; (3) consignment privileges. The first two of these have been my pet vices as well as aversions in my lifetime, both as beneficiary and benefactor; and now the Pulp and Paper Section sets me free. I find on talking with these gentlemen, the bookmen, whatever may have been their individual variations in practice in the past, they are now all glad of it. They do not overlook or ignore the fact that a gracious personal acquaintance is a condition (a condition only) of doing business with school people. But they no longer believe that gift books further such an acquaintance. So they are saying generally that they hope commercial practices will never revert to the old type, never go back on these government regulations. Some of them think they see that the future of textbook trade, as, in fact, of any kind of trade, will depend on a higher type of ethics in business, and that the perpetuation of these Pulp and Paper regulations will make for a recognized and stabilized service both to public education and public thrift. If so, thanks again to the aforesaid cataclysm. After all, the War Industries Board was but a great instrument of thrift and education.

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Positive and Comparative

In the lobby of a Pittsburgh hotel, during the recent N. E. A. convention, one schoolman approached another, and by way of introducing himself, said:

"I'm Beck."

"That's good," replied the man addressed, taking the proffered hand. "I'm more so."

"You're what?" asked the first speaker.

"I say I am more so," repeated the second.

"What do you mean by that?"

"Why, you say you are Beck."

"Yes, I am. My name is Beck."

"Well, my name is Becker."—Y. C.

* * *

In the Same Box

At one of the leading military schools, a cadet lieutenant, rigid with conscious authority and correct in all the insignia of his rank, approached a very raw recruit with the question:

"Have you ever drilled before?"

"No," answered the recruit. And innocently, and with the evident desire to be polite and carry on the conversation, he added, "Have you?"

* * *

Old Hickory

The fifth-grade class in history stories had been studying about Andrew Jackson, from his boyhood up. Finally the day came for them to write all they had learned of this great man. Ben, a bright little fellow of nine years, wrote among other interesting things:

"Andrew Jackson was called 'Old Hickory' because when he was a boy he was a little tough."

On Wheels

A Purely Personal Record of a Recent Tour Combining Business and Pleasure

By Harr Wagner

Were you ever tired of your desk? Tired of your routine? Tired of your best friends? Tired of your environment? Well, if you ever were as tired as six yellow dogs under a red wagon, then you will appreciate my condition when I turned my face away from the idlers in Union Square, from the sight of formal luxury of the St. Francis and my back on the office, and took the train for somewhere. In a few hours I was getting warm and dry in Dan White's office in Fairfield. The high-born rain had been getting low down on the earth in torrents. Supt. White is one of the superintendents that you can call "Dan" without feeling a bit uneasy about being mistaken as to your familiarity. Supt. White planted one of the first cherry trees in Cordelia. At least he taught school there, and subscribed to the Western Journal of Education twenty-three years ago. In the days before nonpartisanship ruled the schools, Dan was elected when he had to overcome a Republican majority of over two thousand. Then for several years he had no opposition. This year he had an active opponent, but won out by a handsome majority. He is efficient, and helpful, and progressive. Over in the beautiful high school I found Clara B. Dills of the County Free Library. Miss Dill, in co-operation with the Farm Advisor, is doing a lot of community service work, that the Council of Defense will have to do intensive organization to surpass. Miss Dills' activities as County Librarian have been of great service to the schools and homes of Solano county. Over in Suisun I met W. M. Mackay, the principal of the High School. He is a man of unusual attainments and has taken a very effective part in the upbuilding of the high schools of the State. From Fairfield I went to Davis University Farm and was greatly impressed with the miracle work in farm industries. Dean Van Norman has certainly succeeded in achievement along new lines. However, that which impressed the most was not the Toggenberg goats, nor the cheese making and dairy cows, nor buildings, but the low cost of living. Think of a fine, airy, well furnished room at $6.00 per month and table board at $20 per month in the year 1918! It would be a great service if boys who have the aptitude to be intelligent farmers were told more about the Davis farm. Woodland, nearby, is a beautiful town, with a wonderful courthouse—the most artlessly artistic and effectively designed in California. The architect was W. H. Weeks of San Francisco, whose reputation for fine school architecture is not equalled in the United States. Miss Harriett Lee, the County Superintendent, was out. I called on Miss Eleanor Hitt, in the beautiful County Free Library building—Yolo county is the pioneer in library service. Mrs. May Dexter Henshall, the school library organizer, was formerly county superintendent here, and Miss Stella Huntington, now of the Santa Clara County Free Library, was the first librarian in Yolo county and much is due to her splendid example of service in inspiring other counties to arrange for library associations. The Yolo County Free Library is a model in every way, and in some future issue I hope to present a picture of the building, and a study of the service.

After a two hours' ride I arrived in Willows for a friendly chat with Supt. Chaney, who visits schools in daytime and does the office work at night. He is the only man serving as county superintendent of schools in the Sacramento Valley, unless you count Solano county in the Sacramento Valley instead of in the Bay region. Supt. Chaney is a strong man educationally and the Glenn county schools are noted for the progressive administrative methods. Supt. Chaney has been re-elected twice without opposition. His predecessors in office were Judge Finch of the Supreme Court and Frank Reager, now a capitalist of Orland.

H. G. Rawlins, president of N. C. T. A., is the supervising principal of the Willows School. He has a well organized system. In manual training he has put one over on the Kaiser, by having the students make as fine a collection of toys as can be found anywhere, even in Germany—horses, elephants, jumping jacks, etc.—and the girls were busy making dresses and other useful and necessary apparel, as they say at auction sales, "too numerous to mention." In the High School, C. C. Childress was found taking part in the athletic work, looking younger than a good many boys of thirty or thereabouts. Principal Childress is a regular reader of the Western Journal of Education and made me feel that writing was worth while, by quoting editorials that had appeared several years ago. I certainly appreciated his remarks; and where is the man, and especially the woman, who will not respond to a subtle compliment? A man lacks red blood, is conceited, disagreeable and temperamentally off if he freezes up at a personal compliment. I certainly like frank praise, even if it is truth exaggerated. Joaquin Miller used to say, "everybody is good or trying to be good." As for me I will always look for the beauty and the perfume of the rose, and not be concerned much about the worm at the root. Mr. Childress is a man who has maintained in Hanford, in Bakersfield and in Willows a high standard of efficiency. At the County Free Library I found Mrs. Georggiana Henley, who as Georgiana Purkitt is well known as a successful teacher, a member of the County Board of Education, and a daughter of Mrs. Dr. Purkitt, the leading woman physician of the Sacramento Valley, and the mother of a notable group of children. Mrs. Henley is only temporarily connected with the library. The Glenn County Free Library was organized by Miss Essae Culver, and was one of the very first to give a complete and satisfactory service.

A few hours on wheels and I was at Red Bluff, and after an early breakfast hunted up our regular contributor and old-time good and genial friend, J. D. Sweeny, the City Superintendent of Schools. He is treasurer of the N. C. T. A., is at the head of all war activities connected with the schools and was a member of the freeholders in framing the charter of Tehama county. He is a regular contributer to educational journals, to the local press, and is an authority on literature and history. He is the best type of the citizen school master, and he is just now performing a miracle in running an up-to-date school system on the State and county funds, without a special tax, and paying the teachers twelve months in the year. His present fad is Mt. Lassen, and he has his office decorated with pictures of its various picturesque eruptions. The High School is conducted by Paul Ward, one of Edward Hyatt's old pupils in the San Jacinto schools, Riverside county. He has a beautiful high school building, and Mr. E. E. Biddall of the Manual training department has used student labor in the construction of two fine buildings—one a gymnasium, and the other for the manual arts. In the January issue I expect to print a picture of the buildings and some account of the high school work.

At the county office I found Miss Mamie Lang, who was recently re-elected by the clerks of the boards of trustees as provided under the county charter. Miss Lang was busy planning a campaign for better rural schools, and is arranging for pictures for school room decoration and class work. Miss Estella De Ford, of the Free County Library, has a fine selection of books and a well organized system. She realizes the need of co-operation on the part of all the people to make the library service what it should be, and the necessity for the creation of public sentiment in favor of good books.

On wheels through a beautiful country for a few hours and I arrived at Chico. Here is located the State Normal School. I met the president, C. M. Osenbaugh, who is completing a plan for the co-operation of the institution with every rural school in the large district which it represents. More of this later. President Osenbaugh is the successor of Allison Ware, who was the successor of Dr. C. C. Van Liew, who was the successor of Dr. Ritter, who was the successor of R. F. Pennell, who was the successor of E. T. Pierce. I stopped in Chico primarily for the purpose of visiting with Frank P. Davidson, who has been my friend since college days. We planted trees together in the southland, built a college and celebrated Cabrillo Day at San Diego Bay and caught horned toads in the land

"Where the mountains stop
Just short of majesty,
And the rivers creep like
Cowards to the sea."

Prof. Davidson has the enthusiasm of a boy for his work as teacher of history in the Chico High School. He is enthusiastic about his class room, about his pupils, about the principal, Prof. Pasmore, about Chico, and about his restful and picturesque home place. He is unusual, in that most men who have been superintendents or principals are never satisfied or happy again in actual teaching. Mr. Davidson, as principal of San Diego High School and as City Superintendent, made a record for efficiency that has seldom been equalled. He retired on account of ill health and came back into active service as a teacher, and he grows in usefulness and teaching efficiency each year. I also met in Chico, S. P. Robbins, who has done a useful bit of work in compiling 1300 problems to supplement the State arithmetics. He is principal of the Oakdale Grammar School and Acting Superintendent during Superintendent Camper's illness, is a member of the board of library trustees, and takes an active public

interest in city, county and State welfare movements. From here I made a hurried call on Miss Essae Culver of the Butte County Free Library at Oroville. Miss Culver has a very effective community service in every district. Oroville is noted for its social center work. The Free County Library is extending it to all parts of the county. Miss Culver believes that the library should be one of the most important adjuncts to each social center. Miss Culver is not only a well trained library expert, but she has the experience and judgment to be of unusual help to community centers. I also called on Pearle Rutherford, who has just been re-elected county superintendent under the charter system. I also called on Mrs. Elizabeth Hughes, member of the Assembly-elect. Mrs. Hughes is certainly a fine type of the woman in politics, and her career in the Legislature will certainly be followed with interest by the school people of the State. Her husband, J. B. Hughes, is principal of the Oroville High School, and he is in turn a brother of C. C. Hughes, who put the Sacramento schools on the educational map. I also met H. P. Short long enough to shake hands and say good-bye, as it was Saturday afternoon, and he was leaving for a visit to the county.

At Yuba City, where the loved and lamented Alexander B. Coffey began his educational career, I met Margaret Hatch, who has recently organized a Free Library Service for Sutter county, and from here I hurried to Sacramento, where I met the nestor of librarians, L. W. Ripley, who has been librarian of the city of Sacramento for many years. He is also a member of the Board of Trustees of the State Library, and is in charge of the County Free Library. The new library building is a model of its kind, and Mr. Ripley deserves great credit for the well planned and complete arrangements. He is a student of books, has definite opinion of values, and takes pleasure in being of service to all classes of people.

From here I called on Will C. Wood, Superintendent of Public Instruction-elect, but my personal viewpoint is bottled up for the present.

* * *

Literary California

GEORGE DOUGLAS of the Chronicle says:

What a tower of jewels, and better than a Tower of Jewels is this "Literary California: Poetry, Prose and Portraits," gathered by Ella Sterling Mighels! It will remain a luminous and self-illuminating monument long after the remembrance of that gorgeous structure which was the architectural beacon proclaiming the completion of the Panama canal.

No need of high-powered praise to bring out the brilliance of these literary gems. They shine of their own light, for they are the magic mirrors whose reflections never fade. The scene, the thought, the pulse, the soul, once caught in them remains forever.

Some lesser jewels are here—magazine moonstone and journalistic jade—but even these have their place in that wondrous color scheme whereby the artist anthologist has presented California as the Golden Gate, the State of the golden words.—Sunday, December 15, 1918.

HERBERT BASHFORD in the Bulletin writes as follows:

If there be anyone who may question the value of the Golden State's contributions to the literature of the world, a careful reading of "Literary California" should remove all doubt. This anthology, by Ella Sterling Mighels, containing hundreds of selections from the writings of our poets and authors, together with many portraits of those who have "arrived," bears proof of California's notable achievements in the field of letters.

Even those who are familiar with the literary development of the State—and it is noted among the States of the Union for the distinctive quality of its prose and poetry—will be surprised when they turn the pages of this volume to find how many well-known writers we have, and how the spirit of this region is reflected in their work. While it is true that California's climate and natural beauty are known the world over, we must not forget that much of its fame is due to the songs of our poets and the vivid word-pictures of our prose writers.

The book involved painstaking research and endless patience. Nearly everyone who has written anything of merit is represented. Few have been passed by whose work is worthy a place in such an anthology, and we are indebted to Mrs. Mighels for a volume that is really notable, and which will enhance California's reputation in the world of letters. It should find a place in every home in the State.—Saturday, December 16, 1918.

Miss Josephine Martin in the Examiner pays the following tribute:

"Literary California" is an accurate compilation of the writers and writings of this State. It is a record carefully noting the pen productions of both men and women, many of whom are household names wherever the English language is read.

Mrs. Mighels has made a life work of gathering the material for "Literary California." It represents her heart and brain devotion.—Sunday, December 15, 1918.

GEORGE WHARTON JAMES in Oakland Tribune calls it an inspirational volume:

The dedication is as follows: "To the Native Sons of the Golden West and to the Native Daughters of the Golden West, I dedicate this volume as our richest heritage from the golden age of California literature."

The "introduction" is a fine piece of California literary history. It should be read and reread by every intelligent and patriotic Californian. I have scant patience with the "business" men of California who cannot see the advantage the work of the men of letters has been to them. From a purely commercial standpoint they have done more advertising for California and brought more settlers and tourists here than all the advertising of all the railroads, chambers of commerce, boards of trade and real estate boomers combined. Take Bret Harte alone. He has made California famous the world over. So with Mark Twain, Frank Norris, Joaquin Miller, Edwin Markham, Ina Coolbrith, Noah Brooks, Jack London, Gertrude Atherton, Gellett Burgess, Wallace Irwin and the score, the hundred, the several hundred others whose names might be mentioned.

How true is Mrs. Mighels' remark that "once you begin the study of 'Literary California,' you come under a spell." For as she elsewhere remarks, "not the half has yet been told of the 'mother lode' of riches here in the way of narrative, wit, poetry and beauty in the literary outcroppings of our land of California. She has enriched the world's literature and is still growing gold."

Get the book, Californians! Be proud to get it; too proud not to get it. Read it and mark it for home consumption, and then buy copies to send to your friends that they may have an opportunity to know somewhat of the California youlove. The only value of local patriotism is that you may know your own parts of the country so well that you will lead others to want to know and love it as you do. This is a man's book, a woman's book, and a child's book, and each and all will enjoy it.—December 15, 1918.

Literary California contains 423 pages, six 6x9, 18 full-page illustrations. Library edition $3.00; flexible cloth, double-edge blue and gold, $4.00; gift edition, autographed and boxed, $5.00. Harr Wagner Publishinging Co., 239 Geary street, San Francisco, California.

BEACON NEWS COLUMN

LITTLE TALK TO THIRD GRADE TEACHERS

If there is any teacher in the eight grades who has our sympathy it is she whose duty it is to help the little eight and nine year olds through the third year of their school life. There isn't anything spectacular in this grade. The newness of "going to school" has worn off. Mary is beginning to have her teeth straightened and Jimmie simply cannot keep his hands clean, no matter how many times during the day he is told to wash them.

The devices, the methods, the plays, the games, the hundred and one things used in the first two grades to keep up the interest are crowded out and poor Miss Jones, teacher of the third grade, has to come down to the stern realities of life and check up to see whether the analytic, the synthetic, the Parker, the Dewey, the Montessori, as worked out in the two preceding grades have really delivered the goods.

Little third-grader has forgotten the pages that he knew by heart in his primer and first reader, and somehow the same words look different and unfamiliar in a big third reader.

A well-known critic teacher of reading in one of our California State normal schools recently said to the writer during a discussion of method readers, "If you will give me a method of teaching beginners to read that will solve the reading problem in the third grade, that is the method I will adopt and advocate." The Beacon Method put to the test has not been wanting. Third grade pupils properly taught the Beacon Method in the first two grades have reading power.

One Thing More

Wouldn't you like a real, helpful, suggestive, live beginning language book for your third grade—a book that provides a series of school-room situations so built up as to give pupils delightful expressions in speaking and writing good English?

Jeschke's "Beginners' Book in Language" for the third grade is just off the press and is the book for which third grade teachers have been looking for a long time. Instead of the rope of sand that one finds in the textbook of unrelated assignments, there is offered here an interwoven unity of nearly a dozen inclusive groups of inter-related lessons, exercises, drills and games. Among these groups are the fairy group, the Indian group, the fable group, the valentine group, and the circus group. The book is captivating.

Write Ginn and Company, the publishers, at 20 Second street, San Francisco, for a copy. If you are a third grade teacher and tell them so they will send you a copy on approval.

WESTERN SCHOOL NOTES

The N. E. A. School Superintendents Convention will meet in Chicago, February 24, 25, 26, 27 and 28 and March 1.

Will C. Wood, Superintendent of Public Instruction-elect, will probably call the convention of City and County Superintendents in March.

C. S. Pixley, the efficient Secretary of the State Board of Education, has applied for a leave of absence for three months. He will spend it in Southern California, and will spend some time on the desert to get rid of a troublesome cough.

Hon. Wm. H. Langdon, judge of the Superior Court of Stanislaus, has been promoted to presiding judge of the Appellate Court. It has not been many years since Judge Langdon taught night school in San Francisco and day school in Alameda county at San Lorenzo, practiced law Saturdays and vacation days. The editor gave him his first boost by nominating him for vice-president of the C. T. A. He was later elected Superintendent of the Schools of San Francisco, then district attorney, then appointed to the State Board of Education, then elected superior judge, and now appointed to the Appellate Court. Surely a career that should be an inspiration to any American citizen.

Ernest Ball will succeed Clarence Edwards, Superintendent-elect of Fresno, in the Lowell School of Fresno City.

Miss Lucille Reardon, principal of the College City Grammar School, has been elected treasurer of Colusa county. Mrs. Mamie C. Richardson will succeed her as principal of College City.

Mrs. Pearle Rutherford has been elected under the county charter system of Butte county to succeed herself. There was a county board of five trustees elected for this purpose.

Roy Stover, City Superintendent of San Bernardino, is the only superintendent to die from the effects of the influenza. There have been a number of deaths among the teachers, and in Oakland the Board of Education lost two of its five members—Dr. Kelly and Margaret Ogden Steele. C. H. Camper of Chico has been very ill, and school work in every district in the State has been largely disorganized by the influenza epidemic.

The U. S. Board of Education reports fifty thousand teachers' places are vacant and one hundred and twenty thousand are teaching this year who never taught before. The war industries has affected especially the manual training teachers, and others of purely scientific education. The bureau intends to ask for the establishment of a free service bureau for teachers.

Bertha Ben Taylor, of Honolulu, has inaugurated a system of education in cooking and kindred vocational subjects into many of the homes in Hawaii.

S. P. Robbins, author of the Problems in Arithmetic and principal of the Oakdale School, has been acting as city superintendent during Mr. Camper's illness.

The Los Angeles State Normal School has announced a very full list of subjects for intensive courses for the Los Angeles teachers during the time of the enforced closing of the schools. The first meetings began December 16.

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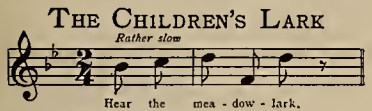

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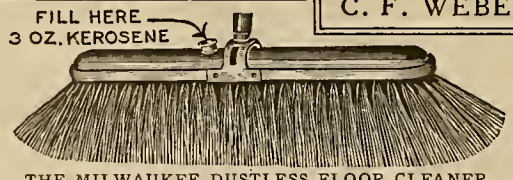

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Vol. XXV, No. 1 SAN FRANCISCO, JANUARY, 1919 Price, 15 cts.

MEETINGS

Bay Section the California Teachers' Association; Wm J. Cooper, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, F. H. Boren, Lindsay, President; E. W. Lindsay, Fresno, Secretary.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the Califnroia Teachers' Association; E. E. Brownell, Gilroy, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone.

The Western Journal of Education

HARR WAGNER, Managing Editor.
CHAUNCEY M'GOVERN, Associate Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.
ALICE ROSE POWER, Washington Irving School, San Francisco, Associate Editor.

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WILL C. WOOD,

Superintendent Public Instruction, State of California, Sacramento

Will C. Wood is a native of Solano county, California. On his father's side, his ancestry runs back to Puritan New England, where his English forbears settled in 1632. His mother's family were southern people who emigrated from Missouri to California in 1864.

Superintendent Wood got his early education in the rural schools of his native county. He attended Elmira high school, graduating in 1898, and Vacaville high school, graduating in 1900. He entered Stanford University in 1900, but ceased his studies there in 1902 to enter upon the work of teaching.

His first school was a one-room rural school in Suisun Valley. At the close of one term he was elected principal of the Fairfield grammar school, where he taught until February, 1906. During this time he served as a member of the county board of education of Solano county.

In 1906 he accepted the principalship of the Wilson school in Alameda, succeeding C. J. Du Four, at present City Superintendent of Alameda. In this position he remained until January, 1909, when he became City Superintendent of Alameda. During this time he studied at the University of California, taking work with such men as Professor F. B. Dresslar, Dr. Alexis F. Lange and Professor George H. Howison. His work at the university included a thesis on the aims and values of nature study,

a course in nature study for the elementary schools and a thesis on the educational theories of Plato.

As City Snperintendent, Mr. Wood devoted himself largely to elementary school problems. He reduced the size of classes, introduced organized play and worked out a plan for articulating the elementary and high schools. While he was City Superintendent, he studied at the University of Michigan for a time.

In January, 1914, he assumed his dnties as Commissioner of Secondary Schools. In this position he drafted the county high school fnnd bill and other legislation making possible better articulation of the elementary and high schools.

In 1917 he served as instructor in secondary education at Teachers' College, Columbia University.

In November, 1918, he was elected Superintendent of Public Instruction, receiving a majority of 41,240.

Superintendent Wood was born and raised on a California farm. His sympathy is with rural education and he enters upon his new work, with an earnest desire to improve the conditions of the rural schools of the State. He has had experience in both elementary and high schools. The thing that has contributed most to his success is the fact that he sees the problem of edncation as a single problem. He enters upon his new work at a time when important problems of reconstruction are pressing for solution. He believes in public education, to which he has devoted his life. And the principle upon which the things he advocates will be based is that "the schools mnst make democracy safe for democracy."

Teaching American Ideals Through Literature

Henry Neumann in U. S. Bulletin No. 32 makes a remarkable appeal for teaching American ideals through literature. He quotes Joaquin Miller's Autobiography in Vol. 1 of his complete poems, Hamlin Garland's Son of the Middle Border, and typifies the simple life and commonplace labors by these lines of Whitman, I Hear America Singing:

The shoemaker singing as he sits at his bench, the hatter singing as he stands,
The delicious singing of the mother or of the young wife at work or or of the girl sewing or washing,
Each singing what belongs to him or her and to none else.

I was born an American; I live an American; I shall die an American; and I intend to perform the duties incumbent upon me in that character to the end of my career. I mean to do this with absolute disregard of personal consequences. What are the personal consequences? What is the individual man, with all the good or evil that may betide him, in comparison with the good or evil which may befall a great country, and in the midst of great transactions which concern that country's fate? Let the consequences be what they will, I am careless. No man can suffer too much, and no man can fall too soon, if he suffer, or if he fall, in the defense of the liberties and constitution of his country.—Daniel Webster.

WESTERN SCHOOL NEWS

Geo. E. Britton, principal of the South San Francisco High School, died on Jan. 10th of the influenza. He was a young man of thirty-five, and his death is a great loss to the teaching force of the State. Lewis E. Adams, of the Sequoia High School, Redwood City, has been elected to take his place.

The California Schoolmasters' Club held its quarterly meeting in San Francisco January 11. Supt. Roy Cloud presided. Prof. Adams of Stanford was the principal speaker. He spoke with great clearness and effect on United States, Great Britain and democracy. Otis Carrington, the composer and teacher of music, of Redwood City, enlivened the occasion with charming music charmingly rendered.

The Fresno High School, under direction of City Superintendent of Schools Jerome O. Cross, has arranged to conduct the high school as a correspondence school during the flu. The intermediate schools will also conduct classes by correspondence.

The beautiful new high school building at Palo Alto has been opened. The Stanford Trustees leased the ground—30 acres—at $1.00 per acre for 99 years. Supt. Nichols is justly proud of the new building. A picture and an account of the building will appear in the February issue of the Journal.

A great many women who had taken the work in first aid and home care of the sick at the Oakland Technical high school were found among those giving valuable assistance during the recent epidemic. The value of these courses was found to be so great that there have been numerous applications at the school for more advanced work. Red Cross courses have a prominent place in the new schedule for work beginning December 30, when the new term opens. These courses include home care of the sick and elementary hygiene, beginning and advanced first aid and dietetics.

Technical continuation school will handle as in the past the theoretical and laboratory work in physics, chemistry, biology and bacteriology, physiology, anatomy and dietetics for practically all the nurses in training at hospitals in the east bay cities.

J. D. Sweeney of Red Bluff has an article, December 20, in the Red Bluff News on "Why Consolidate Schools?"

Thomas H. Reed, formerly City Manager of San Jose, is giving a course on County and City Government in the Continuation high schools in Oakland, Cal.

Hawaii is to have 206,000 for new school buildings and Maui is to have $78,040.

Mark Keppel, the militant superintendent of Los Angeles County, has written a vigorous article for the Sacramento Bee on the reorganization of the school system. Mr. Keppel has always been an advocate of republican rather than bureaucratic government.

Supt. H. W. Kinney of Honolulu reports an actual shortage of teachers.

R. H. McPeak, vice-principal of the Long Beach Grammar School, has been made principal of the Los Vegas, Nevada, schools.

Thomas L. Heaton, formerly deputy superintendent of San Francisco schools, died recently. Mr. Heaton was a native of Kentucky, 61 years of age. His public work was as superintendent of Fresno, 1889 to 1896, afterwards superintendent of Eureka, then the assistant professor in education in U. S., then deputy superintendent of San Francisco. He was the best education man in class room methods in California. He knew the text book contents as few know, and was accurate and literal. In spite of physical ailments, he made an honorable record of splendid service to the schools.

Mark G. Woods, principal of the Pescadero Schools, and a member of the County has resigned to accept the principalship of the Fairfield school.

Clarence W. Edwards, county superintendent of schools of Fresno County, has made the following appointments: The assistant superintendents, or field deputies, will be C. S. Weaver, W. L. Worth and Mrs. Florence Rutherford.

Mr. Weaver is vice-principal of the Longfellow school. He has been connected with the Fresno city and county schools for a number of years. For several years he was associated with Mr. Edwards at the Lowell school. He will take one part of the county, and in addition will have general supervision over athletic activities. The division of districts will be reached at a conference on Saturday.

Mr. Worth s a graduate of the Oregon State Normal School. He has specialized in educational work at the University of California. He also has taught in Fresno County for several years. At present he is principal of the Fresno Colony school. His specialty will be manual training.

Mrs. Rutherford's appointment has already been announced. Mrs. Rutherford has recently completed a special university course.

The appointments of Miss Myrtle Harrell, Miss Mildred Hicks and Miss Leota Marshall to be in the office have already been announced.

Superintendent E. W. Lindsay, who retires from office, will take up teaching at the Fresno state normal school.

F. L. Kynoch has resigned as principal of the Fairfield grammar school. He will publish and edit the Brentwood News, Contra Costa County.

H. G. Rawlins, principal of the Willows schools, has been appointed County Assessor. Mr. Rawlins is president of the N. C. T. A. and he will be missed from the teaching force. He is to be congratulated, however, on getting a job with good pay.

John Edwards Bray, superintendent of public instruction of the State of Nevada, died of heart failure January 1, 1919. He was 68 years of age. He died just six days before he was to turn the office over to his successful competitor, W. J. Hunting.

Dr. Arthur Ayers, secretary of the Oakland Board of Education, a graduate of the U. C. and formerly head of the Science Department of the Technical High School, died of influenza on December 30.

Edgar Hawley Duval, principal of the Kingsburg Schools for many years, died from the effects of influenza on December 31.

One of the last official acts of Superintendent of Public Instruction Edward Hyatt was to rule that teachers were entitled to pay when schools were closed on account of the "flu" epidemic, but were not entitled to pay if they were absent on account of their personal illness.

The Elko, Nevada, public school was destroyed by fire December 30. Loss $50,000, insurance $37,000.

Supt. C. C. Hughes has recommended a raise in salary of all the teachers in the Sacramento school department.

Miss Janet Wade, secretary of the San Francisco school department of Junior Red Cross Auxiliary, has accomplished a wonderful work. The entire school department assisted, and the manual training department furnished many useful articles. The Christmas tree at the Letterman Hospital for 1,500 convalescent soldiers from overseas was one of the notable events. The candy was furnished for the tree by the five cent pledges of the public school children.

The Bureau of Education of the Philippine Islands had as its quota to raise for Red Cross purposes $52,000. The amount raised was $124,554.65.

J. A. Johnston, warden of the California State Prison, delivered an address recently at the Ross grammar school on "The Ideal Education," in which much, and appropriate, emphasis is based on the Spirituality of Faith.

The American School Peace League offers prizes for the best essays on "The League of Nations." For particulars write to Fannie Fern Andrews, 405 Marlborough Street, Boston, Mass.

Now is the time to prepare vacant lots and back yards for the home gardens of 1919, Judge George E. Crothers, garden director for the State Council of Defense, pointed out in a statement recently to children and their parents.

"To get ready for January and February rains and to avoid consumption of city water at local rates," Judge Crothers said, "garden makers should plow or spade their plots at once."

The Judge announced that copies of the government's annual on home gardens might be obtained from him or from the

offices of the State Council of Defense at the Ferry building.

There is already a demand for men who left their position to take part in war activities. Percy R. Davis, who was recently mustered out of the army, has opened up offices in Berkeley as the representative of Coddington's Teachers' Agency. William Maurice Culp, a graduate of the U. C., principal of the high school in Mendocino County, and until recently in the army at Fort Monroe, Va., is now connected with the Harr Wagner Publishing Company. The Silver, Burdett Company has employed C. Eugene Van Deventer for the territory of Northern California, Nevada and Utah. He graduated from the University of California May, '12 (B.L.), and M.A. degree in May, '15; 1912-13 principal Franklin grammar school, Merced, California; 1913-January, '1915, vice-principal of San Leandro public schools, San Leandro, California; January, 1915-June, 1915, head of department of biology, high school, San Rafael, California; 1915-May, 1918, principal of high school, Sebastopol, California; resigned before 1918 term completed to enter army; enlisted at Camp Fremont as private; was stationed at Camp Taylor, Ky., and Camp Jackson, S. C., where he was discharged December 6 as a Second Lieutenant in the 61st Field Artillery.

Ex-Supt. Maud I. Schroter of Trinity County was given a fine reception by the Weaverville people. There were speeches by Judge Bartlett, Father P. J. McCarthy and others, and the Native Daughters presented her with a beautiful brooch. It is reported Miss Schroter will study law.

JOTTINGS OF A TRAVELING BOOKMAN

By William Maurice Culp

In these strange times the educational system of the State is going through a real storm and stress period.

The closing and organizing of schools, the pall that was hung over many communities, the breaking off and resumption of studies, the multitudinous ways in which educators have attempted to do some work through the siege, have all led to apparent confusion.

This last flare-up since January 1st has increased the hopelessness of the case. To many minds it is a year lost; to others, more optimistic, it is a year gained.

It is a year lost to those who still want to see the whole mass of stuff that crowds the curriculum hurled at the student. It is a year gained to those who desire a couple of years of subject matter cut out of the grammar grades, and two more added to the subject matter of the high school.

Superintendents have given orders that on the resumption of school only the essentials shall be taught. Classes that have had only a few weeks are ordered to cover the matter in half the time.

The schools are being placed on the war emergency basis. The great question is, "What are the essentials?" That question has about as many answers as there are teachers in the State. But more good may come out of it.

Administrators are worrying about finances for next year. The attendance is so low that it will not be fair to base apportionment on such data. There is talk that the State Legislature is going to decree the epidemic an "Act of God," and to give the same apportionment of moneys as last year. To many this would not be fair, for the increase in a large number of schools would not be taken care of. They think, also, it is pretty hard on the Lord to decree the epidemic an act of His.

Mr. W. J. Savage, superintendent of the schools of Colma, is as genial and merry as ever. After thirty years of teaching he looks fit for thirty years more.

Superintendent E. A. Ruggles of Burlingame impresses one as one of the coming big educators of the State. The way he handles his 700 youngsters is system itself.

The teaching of arithmetic through the use of reasoning or by reflex action is a question that sends Superintendent George W. Hall of San Mateo into the fourth dimension. He apparently has little faith in teaching arithmetic by reasoning. He said it was mighty hard to prove that one plus one made two. Further, when you added seven and eight by reflex action, you almost always got fifteen. But when you attempted the reasoning process, you generally began by saying seven plus seven equals fourteen, plus one equals one, and the bright child reasons it out sixteen or seventeen. Selah.

Mr. W. L. Glascock of the San Mateo High School says they still feel the pressure of the war, with five men instructors still gone. With two daylight sessions and one night session, the school is a busy place.

San Mateo High is going to continue to play rugby as long as they have competitors.

Miss Anna Belle Bailey of San Mateo County Library is busy organizing her work in regard to the thirteen new schools that have just come under her supervision.

Miss Elise Northrup of the Lawrence School, San Mateo, feels proud of the fact that her students have been up and coming all through the influenza epidemic without any need for closing the school.

A great secondary school by a great university, that is the new Palo Alto Union High School. But more of that later.

Superintendent Nichols of Palo Alto has the making of what is going to be one of the United States' most famous schools.

Mr. Jerome O. Cross, superintendent of Fresno, does not know what they are going to do if none of their teachers in war service want to come back. He said it was not a question of sentiment, but of dollars and cents.

Mr. J. J. Duvall, principal of the Columbia School, Fresno, is going to revise his "Civil Government for California Schools" for the Harr Wagner Publishing Company.

Denair High School, under the principalship of Walter G. Martin, has been running two half-day sessions a week through the epidemic. The students have been doing good work.

Mr. Sheriffs, superintendent of San Jose, said the schools would not open till April and perhaps not then. He has his teachers busy condensing the subject matter to be given on resuming school.

Clovis High School, under Mr. H. Rode, has been running on the correspondence plan. Assignments are sent out twice a week and come in seven days in the week. I dropped in on one of the outsending days. It reminded me somewhat of an intellectual cafetaria. The teachers sat at a long table with mimeographed assignments. The principal read off the menu for each student. Each teacher dropped his tidbit into the middle of the table, then spilled the letter-platter.

Miss Henrietta Tuft is teaching history and physical culture in Clovis High School.

Mr. T. O. Renfrow of Reedley High School has just been elected to the principalship of Kingsbury to fill the vacancy caused by Mr. E. H. Duval's death.

Sanger High School has had about four weeks of school this year. Mr. E. G. Thompson, the principal, has been having correspondence work done through the school session. Many of his students, he feels, have been benefited by it.

New War Words

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Petain Camouflage
Blighty Bolsheviki
Ace Tank Anzac
Air Hole Zeebrugge
Barrage
Fourth Arm

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School will commence again January 27.

Sanger has a magnificent plant, capable of handling three times the present number of students. Mr. Thompson says that since the war stopped, Sanger has commenced to boom.

Mr. J. W. Warner of Fresno High School, the best known athletic director in the San Joaquin Valley, is still on the job.

Mr. F. M. Fulstone, head of the commercial department of the Fresno High School, is now a full-fledged barrister. He teaches in the daytime and works up cases at night. A teacher has to be a lawyer in these times to know where he is at.

Mr. J. A. Newell, head of the history department of Fresno High School, feels that history teaching is going to be a real job as soon as the Peace Congress gets busy.

Mr. A. D. Schneider, principal of the Grammar School at Hughson, has been running his school on the individual plan of instruction.

Newman High School, under Mr. E. P. Halley, was running full blast when all the rest of the schools of Stanislaus county were shut up.

Newman has a grammar school of over 400 children under Miss Jasine Nelson.

Mr. Frank F. Otto, principal of Hugson High School, has been running his school on the individual recitation plan.

I found Coalinga under war-time "flu" conditions. "Flu" victims were under quarantine. The new and yet unused intermediate high school building was being used as a hospital.

The epidemic came just as they were going to move in. They tore up the seats and made a hospital of it.

Mr. C. L. Geer, principal of the high school, was in quarantine. He had recovered from the influenza and was able to talk on his front porch. Coalinga is not going to open her schools until she can do so without having to wear masks.

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Grade Teachers' Clubs

By Selina Burston

JUST A REMARK

Along with the joy that fills our hearts at the victory of right over the blind forces of might in the colossal European struggle recently ended, there comes more earnest thought than ever before as to the true nature and aim of the great power of democracy in whose name we have triumphed. The marvelous achievements of our people, both over-seas and at home, in the comparatively short time in which we have been actively engaged in the struggle, prove beyond all question that our American institutions, the home, the church, the school, the business life, and governmental ideals, are sound and sane and true. We know that in spite of all obstacles, the wonderful spirit of the Great Melting Pot has done vital work. We know that "beyond the tragedy of a world at strife we have seen the powers of darkness put to flight," and we feel sure that out of the wisdom, the high seriousness and integrity of character of those who sit at the Great Peace Conference, the morning will indeed break, and there shall come Freedom's crowning hour for all oppressed peoples.

However, we must not rest content in the thought of what has been done. We must be keenly alive to our own great needs of the present and the tfuture. It has certainly been proved that we need much better physical training than we have ever yet had. This department in our schools should be in the hands of properly trained physicians. Our young people should learn how to breathe, to stand, to walk, and to sit properly. They should learn proper food combinations and physical habits, as well as all other things necessary to secure a sound body which shall be a fit instrument for a sound mind and character.

We would not abate any sane, wise and wholesome effort along any practical vocational lines, but let us not hoe our potatoes so hard that we cannot see the angel hovering just above our heads. Let us hope that we shall soon have a National Department of Education placed in competent and fearless hands, that our efforts may be unified and standardized; that the laws of psychology and pedagogy may be applied to the selection of suitable material for our courses of study, and that competent people shall select our textbooks.

It is an infinite pity that so many young people graduate from our high school without knowing more of the vital, fundamental truths of the history of the world, more of literature and biography, for these are the great subjects which teach concretely the aspirations and ideals of the human race.

We must realize, also, that the appallingly large number of illiterates within our borders must be educated so that they may understand and be loyal to the principles of our government. It is those elements of our social and business life who, well knowing that they do, yet heartlessly seek only their own interests at the expense of all others.

We should have groups of intelligent, incorruptible individuals who will investigate the causes of I. W. W.'ism and of all labor and social disorders, and find a way to eradicate the ills by striking at the roots of the difficulties.

Let us hope and work for the kind of education throughout the entire world in which the terms, liberty, fraternity, equality and democracy, may not be mere empty phrases, but great, vital realities. Then will "the war-drum throb no longer," the battle flags will all be furled, and "man to man the world o'er shall brothers be," indeed.

EMILY Z. CRAIG,
Oakland Technical High School.

January 6, 1919.

* * *

The following letter from the National League of Teachers' Associations has been received for endorsement by the classroom teachers' clubs of the Pacific Coast.

The measures proposed for endorsement have already been approved by the Oakland School Woman's Club and are to be brought before the Alameda club, the Grade Teachers' Association of San Francisco and of Berkeley.

"League of Teachers' Associations,
"Headquarters, 232 Century Building,
"Denver, Colo., Nov. 25, 1918.

"To the Presidents and Members of the Affiliated Clubs.

"Dear Friends: War is over, but the impetus "to do" given by the great conflict must be conserved. The zeal and effort put forth in war work should now be used for domestic progress. Trade and commercial construction are beginning to absorb the minds of the industrial and business world, and political reconstruction is moving so rapidly that republics are springing up in Europe as rapidly as mushrooms after a rain.

"Foreseeing this reconstruction era, educational leaders began some time ago a campaign for the reorganization of school work. Democracy has become the watchword of the twentieth century, and if democracy is to be the keynote of the new education, the educational system must be made democratic.

"That our school system has not been based on democratic principles is patent to all. The rank and file of the teaching force has never had any share in shaping the policy of the public schools. The first requirement of a teacher has been a broad education. To teach the first grade she must pass an examination in from ten to fourteen subjects. She is expected to spend years in training to think, but the nature of the system of which she is a part forbids, or at least never encourages, the expression of her thoughts. We, the teaching body, who, by virtue of our position, are nearest to the child, upon whom depends the success or failure of every project introduced, have no part in educational initiative. Put down in black and white, it seems incredible, but it is true.

"This condition may have been partly our fault in the past, but it can never be laid on our shoulders again. We have heard the call of the times and the organizations of teachers is our reply. This is not the place to discuss what these organizations have done for us as teachers; that is for individual organizations. It is for the league to show what organization will do for the pupil and the system. It is our duty to come out of our shells, whether they be shells of indifference or shells of fear, or shells of shame of being teachers (there are a few such, but, thanks be, they are few and getting fewer); whatever the shell is, drop it. Let us come out and ask to be allowed a share in this great educational reconstruction, by being allowed to sit at the edge of the council, if not in it.

"Radical changes are needed if teaching is to be a profession for teachers of secondary and elementary schools as well as for those engaged in higher education. We must have an opportunity to present our views and to ask for help in securing necessary changes in raising the teacher's status. We may secure these in two ways—through the league and the National Education Association.

"I put the league first, for that is ours. Through it we hope to express ourselves, to work out problems of common interest to all teachers in all sections of the country, and to do this we must stand together, we must have definite aims and we must work until we get them.

"Dr. Strayer and the Secretary, Dr. J. W. Crabtree, are friends of the League and active for the principles for which the League stands: They will do all in their power to make the N. E. A. a democratic, good-for-all organization if we meet them half way. Let me cite one instance. In one of the large cities, strange to say, the teachers were asking for increase of salary. In answer to an appeal addressed to Dr. Strayer and Dr. Crabtree they wrote letters in the teachers' behalf which proved big factors in securing the desired schedule.

"I am writing to urge you to see that every one of our members understands the importance of becoming members of the N. E. A. and of helping to finance the new and great work which the N. E. A. is undertaking in our behalf. See your superintendent and learn whether he will launch a drive for the entire system of schools. In this way you will help the League in its effort for recognition. The League of Teachers' Associations is what the individual organizations make it. As your representative, my one effort shall be to carry out your wishes in such a way as to hasten the time when classroom teachers shall come into their own.

"Very sincerely yours,
"SALLIE HILL, President."

Coddington Teachers Agency

(New Name Adopted September 1, 1918)

¶ Mr. R. W. Coddington and Mrs. Mary L. Coddington established a Teachers' Agency in Los Angeles, January 1, 1907. They are still proprietors and managers of this Teachers' Agency.

¶ Since September 1st, 1918, however, a new name has been in use—Coddington Teachers' Agency—under which title their former policies will be continued.

Same Service—Same Location—Same Telephone

¶ Patrons and friends will please note that the Los Angeles office address is not changed—533 Citizen's National Bank Building—nor is there any change in the Telephone—14531—in use twelve years.

¶ Mr. and Mrs. Coddington announce the opening of

BERKELEY OFFICES

in charge of Mr. Percy R. Davis and Mrs. Herta C. Davis, in the Berkeley Bank Building. The telephone number is Berkeley 350.

¶ Complete sets of credentials are on file in the Los Angeles office and are available for the new branch. Personal acquaintance with these teachers, and with California requirements and conditions makes it possible to render valuable service to schools in need of teachers.

¶ Careful and prompt attention will be given to all communications, whether from teachers or employers.

LOS ANGELES
533 Citizen's National Bank Bldg. Telephone 14531

BERKELEY
Berkeley Bank Building. Telephone Berkeley 350

Coddington Teachers Agency

(New Name Adopted September 1, 1918)

GRADE TEACHERS DISCUSS PROPOSED SCHOOL LEGISLATION

(a) Mr. Will C. Wood, State Superintendent of Public Instruction, met the members of the executive board and the legislative committees of each of the four clubs comprising the bay section of the National League of Teachers' Federations at Hotel Oakland, Wednesday evening, January 15, to discuss with them impending bills in school legislation. Mrs. Grace Hillyard, president of the Berkeley Grade Teachers' organization, presided.

(b) Mr. Wood stated that since the war has brought home the absolute necessity for larger educational opportunities, the legislature appreciates as never before the growing school needs, and is favorable to educational reforms, providing the program presented is reasonable.

He said that the two most important educational bills are those introduced by Mrs. Anna Saylor of Berkeley. One provides for an increase in the apportionment of the State for elementary purposes from fifteen dollars to seventeen dollars and fifty cents per pupil, on average daily attendance.

(c) The second provides that every county must raise at least six hundred dollars per teacher, exclusive of the amount raised by the State. Statistics were cited to show that the public school is the most economical institution in California. In 1881 the sum of $1,797,000 was appropriated for education, while other state expenses amounted to $4,530,000. In 1910 the sum spent for education was $5,218,000, other state expenses having risen to $18,753,000.

(d) The state is not allowing any more money per pupil in the elementary schools than it was contributing in 1881. In 1917 the state contributed $16.59. In 1881 the state contributed $16.90 per pupil. These figures show that money spent for education has not kept pace with other state expenditures.

(e) Some changes in the teachers' retirement salary are to be considered to safeguard the funds against bankruptcy, which experts declare is inevitable under its preset standing. Mr. Wood urged that no legislation be enacted at present, as there is no immediate danger to the fund, and that a careful study should be given the subject before any amendments be proposed.

A bill providing for complete registration of all minors is to be presented. This is a very important bill, because heretofore there has been no substantial basis for compulsory attendance. It will also prove valuable for determining the school needs of afflicted minors. At present we have no adequate means of finding out even the number of such afflicted minors of school age.

Because of the epidemic of influenza, which has closed so many schools throughout the state, school moneys cannot be apportioned on attendance during the present school year. An emergency bill will be introduced which provides that attendance for the present school year be reckoned by the average increase of the last three years.

Mr. Wood urged that the federation endorse the Hoke Smith bill now pending in Congress. "The nation has awakened to the necessity for a more efficient educational program," he said. "No one should fail to realize the importance of the federal backing of schools. With such aid the states can hope to afford such schools as an intelligent American public has a right to expect."

* * *

The late Theodore Roosevelt was the great American. He was not a great leader of men in the sense that some men are leaders. He was a fighter of evil. The great irrigation systems of the West, the Panama Canal and the reconstructed social order are largely due to his initiative. He led the simple life and his love for his children and home will ever be an example for true Americans.

* * *

The Butte County Board of Education, under direction of Mrs. Pearle Rutherford, superintendent, is asking for bids for janitor supplies, furniture and apparatus for the county schools. Bids must be in by February 1st, 1919.

INDIVIDUAL INSTRUCTION

The object of this article is to describe briefly the experience of the Redondo Beach city schools during the present epidemic of Spanish influenza with a system of individual instruction as organized by Dr. Frederic Burk of the San Francisco State Normal School.

We realize that throughout the country many school buildings are closed and work remains at a standstill because teachers and school officials do not realize that a system of individual instruction, which will produce excellent results, has already been perfected and can be put into practice within twenty-four hours.

The system consists of a series of self-instruction bulletins designated by numbers from one to eighty-three, each dealing with certain definite subjects—for example, No. 51 is a tablet in grammar covering analysis, nouns, pronouns, adjectives and adverbs. No. 29, a tablet in arithmetic covering percentage; No. 12, a review course in American history. These tablets or bulletins are intended to supplement the reguler state textbooks and contain unique methods for checking, reviewing and mastering the subject.

The week following the adoption of these bulletins as supplementary books by the Los Angeles County Board of Education, they were distributed to the pupils of the Redondo Beach city schools by the teachers who were then attempting to continue their work by correspondence and personal visitation. At that time our school was closed, although not more than ten per cent of our pupils were absent because of illness. We were determined that the closing of the school building should not stop education at Redondo Beach.

The pupils and parents found in these bulletins something definite, simple and interesting. They were instructed to follow directions, complete the exercises indicated and return the books to the teachers for correction. In case of errors supplementary exercises were to be performed. If no errors were found, all supplementary exercises were to be omitted.

Almost immediately the interest began. The pupils entered into their work with the spirit of the playground; some at rapid speed, others at a moderate rate. Pupils recovering from influenza were sending for their books, and those who seldom really mastered anything, actually began to make progress.

By the end of one week our teachers were completely overwhelmed by the insistence of the pupils and the mass of work to be corrected. Some pupils were working evenings and Sundays in spite of teachers' advice to go more slowly. This condition was rapidly growing worse until we were obliged last Monday to call in all bulletins.

Influenza conditions now are such that the health officer will permit us to meet our pupils in groups of twelve. Accordingly, we have divided the pupils of each room into two or three groups, limiting each pupil to thirty minutes a day of individual study upon each bulletin issued. This enables the teacher to give the necessary oral instruction, to correct the exercises, and to become better acquainted with the system.

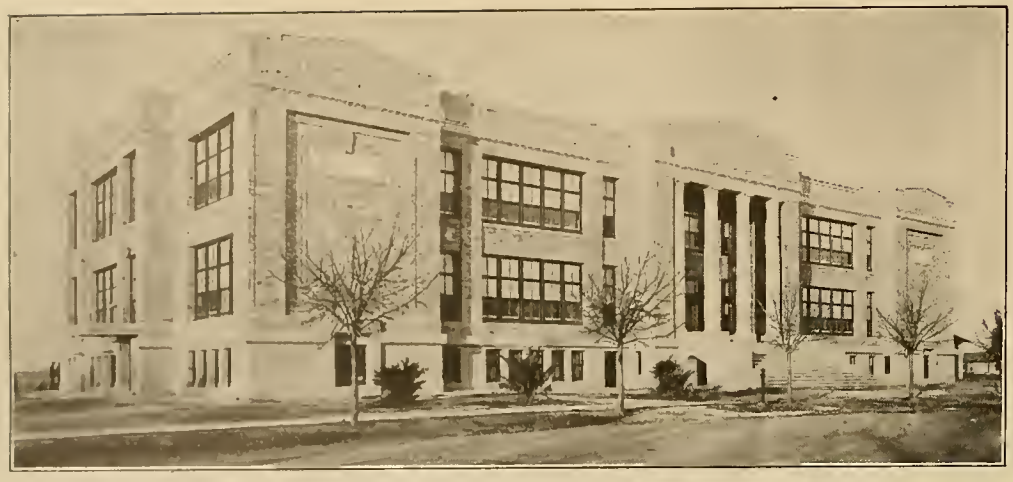
This system of "pupils' self-instruction" has been in use only a few weeks, but the results are most encouraging. The teachers say: "Our pupils are mastering the fundamentals better than previously." "My pupils will easily make their grade." "With these books the pupils see the goal and know when they reach it." "Greater independence and self-reliance." "No problem in discipline."

The one great difficulty that is likely to be met in attempting to introduce this system is the limited supply of these bulletins on hand at the San Francisco State Normal School. However, if the school officials of the State could realize what this system of instruction would mean to teachers and pupils where influenza has interrupted regular school work, and what its introduction would mean to the cause of education generally, some plan might be devised whereby this system could come into general use.

We most heartily endorse Dr. Burk's plan of individual instruction and recommend an investigation by all who may be interested.

C. A. LANGWORTHY,
District Superintendent.

Redondo Beach, Calif.



High School Building, Red Bluff, Cal. Paul G. Ward, Principal. W. H. Weeks, Architect, 75 Post Street, San Francisco, Cal.

Gymnasium and Manual Training Buildings, built by Pupils of the Red Bluff High School.

THE RED BLUFF HIGH SCHOOL

The Red Bluff High School District has just spent $115,000 during the last three years in the development of a beautiful and a workable high school plant.

The plant consists of one large building and two smaller ones, one a gymnasium and one a manual training building.

The main building is modern in every respect. Its laboratories, for cooking, sewing, physics, chemistry, biology, bookkeeping, typing, etc., are the best that careful investigation and money could provide. Its locker systems, its kitchenette, its luncheon and recreation and rest rooms, its beautiful auditorium, seating 800 people, with an adequate stage and a fine moving picture outfit, all of these and other features make up a building of which the Red Bluff people are justly proud.

The manual training work of the Red Bluff High School has been prominent and practical. The gym and the manual training building were built by the boys of the manual training department.

The materials for the gym cost $5000. The school drew up the plans. The boys did all of the work of construction, except putting on the outside coat of asbestos cement and the outside layer of asbestos roofing. The gym has a maple playing floor of 60x80 feet and galleries to acmmodate an audience of 700, together with showers, dressing rooms, lockers, etc.

The materials for the manual training building cost $7000, and, as with the gym, the boys did all of the work.

Mr. E. E. Biddal, the able and efficient manual training teacher, was in direct supervision of this work of construction.

The school is giving course in carpentry, wood turning, forge, foundry, machine lathe and automobile construction and repair, together with a four years' course in draughting. The automobile and machine work is in the hands of a practical machine and garage man, Mr. J. J. Hammer, who for fifteen years has been in charge of the Red Bluff foundry and machine shop.

At this time the boys of the school are engaged in the construction of three double tennis courts. These courts have a four-inch base of concrete, which is to be covered with a layer of asphalt and sand. Every able-bodied boy in school is doing his share of work in the construction of these courts. The only outside help employed is the hauling of the sand and gravel and one man to run the cement mixer. The boys leveled the courts, built and placed the concrete forms and have already poured and leveled about half of the concrete necessary to cover the 16,756 square feet of surface. The courts when finished will be inferior to none in the State.

In addition to the regular high school work, the school has developed a first-class band of twenty-five pieces and an orchestra of about the same size. The boys are organized into two companies of high school cadets, and every girl in school is taking a three months' course in first aid. The whole school has been giving two hours per week, outside of the regular school program, to war work, and in other ways the Red Bluff High School is keeping abreast of these just moving times.

NO DISMISSAL OF TEACHERS EXCEPT FOR CAUSE

By Mark Keppel

The school system of the City and County of San Francisco has the unique and splendid position of a department whose teachers may not be dismissed except for cause.

All the remainder of California employs its teachers on a yearly basis, and any teacher is subject to dismissal at the end of any year, if prior to June 10th the school board notifies the teacher "that his services will not be required for the next school year," and gives such notice in the legal way.

Theoretically, teachers have security of tenure during good behavior, but, actually, they have nothing of the kind. Their tenure is insecure and may be terminated by the wilful whim of a school board.

Prior to permanent employment terminable only for cause, there should be a probationary period. The length of this period is a matter of dispute. Probably a period of thirty-six school months of actual teaching should be long enough to satisfy ninety per cent of those interested. During that period dismissal should follow under present rules. Thereafter dismissal should be made only for cause and only after a public hearing; and the dismissed teacher should have a right to appeal to a school court whose decision should be final and binding upon the board and the appellant.

This tenure should prevail in every school district. It should not be denied to any school district. One-teacher schools need it more than do larger schools, because one-teacher schools are the greatest sufferers from changing of teachers.

The probationary period of employment should run whether the thirty-six months of teaching is bad in one district or in several. The last twelve months should be in the schools of California.

The legal cause or causes for which a dismissal might be made should be stated in the tenure law. They should be ample enough to rid the schools of any unworthy person. They should serve as a stimulus for self-government to every teacher.

It is an easy task to frame a permanent tenure law, but it is not easy to provide for dismissals without doing any injustice. The causes named in the present law are "unfitness, incompetence, violation of rules." These causes are broadlay inclusive and are enough, perhaps, if "violation of rules" be changed to read "intentional violation of reasonable rules."

Teaching ought to be a profession. It can not become such as long as the tenure of teachers is subject to the wilful whim of the majority of any board of trustees or board of education.

In every case there should be a public hearing, unless the accused waives such a hearing.

The right of appeal to a school court should be guaranteed to each dismissed teacher.

The school court of appeals should consist of three persons, viz., one chosen by the appellant, one chosen by the board, and the county superintendent of schools. The decision of this court should be final and binding upon the appellant and the district.

The need for permanent tenure is imperative. Every friend of education should demand it; teachers should fight for it; and the legislature of 1919 should provide it.

BEACON NEWS COLUMN!

Mr. Wagner has informed us that every **County** and **City Superintendent** in California has subscribed for The Western Journal of Education for another year and suggests that it might be well therefore to place something in this column of special interest to **county** and **city superintendents.**

Not a bad suggestion!

We imagine that the thought uppermost in the mind of every superintendent in the State is—how can the schools under my direction now accomplish the work laid out for them at the beginning of the school year, and overcome the loss brought upon us by the enforced vacation?

Some answer this question in one way, some in another. Many will answer it by the purchase of well selected books for home study and additional help for both pupil and teacher so that the work of both may not scatter but be purposeful from morning till night.

About the only excuse after all for a school book is that it is a time-saver. Did you ever listen to a man who probably knew a great deal about his subject and who wanted to tell you much in a few minutes, speak without notes and without much definite preparation for the talk he was giving?

Then did you go home and try to sum up what the fellow had on his mind and was trying to put over to you?

If you, like most of us, have had this experience you know how blank is the mind of the average child after leaving the room of a teacher who has not organized her work properly or is working with inadequate materials. With twice as much as usual to accomplish between now and June, such teacher will be hurried and confused unless properly helped.

"But"—you say—"surely you are not advocating the purchase of more supplementary books which our school children must **'go through'** before the year's work is finished; that would simply add to our troubles and increase our burdens; if we can get our pupils so that they can pass an examination on the State texts before the end of the school year we shall be doing well?"

Of course, if your sole aim is to pass examinations on State texts anything that you will find mentioned in the Beacon News Column at any time would probably be superfluous. But, on the other hand, if your aim is to teach the great subject of **geography**, for instance, you can save time by furnishing your schools with the latest and most beautifully illustrated book on the subject—**Frye's New Geography, Book One.** Glenn County has a large supply and is saving time and the taxpayers' money by their use. Several other California counties and cities are doing the same.

San Francisco is saving time and money by the use of many hundreds of copies of the **Wentworth-Smith-Shiels' Arithmetics by Grades, Books I-VIII.** So is Los Angeles, Fresno, Kern, Merced, and many other counties.

How does the use of these arithmetics save time and money. They save the time of both teacher and pupil if a set is placed in the proper grade so that the necessary problems for drill may be furnished the pupil without dictation and without hours spent in selecting proper examples and placing them on the blackboard to be copied. The time of both pupil and teacher is worth money these days, as every taxpayer or non-taxpayer knows. When teachers had more time it was possible if not economical for them to prepare supplemental work themselves, but now when time is precious they must have the help they need in the school room in the way of equipment if they are to get the desired results. This means that they must have good supplementary books and plenty of them.

Primary teachers will tell you that much time can be saved by the use of **The Beacon Method**, or that better results are obtained with half the work if you will give them the Beacon charts and readers. Read what they say:

From **EUREKA.**—"After using the "Beacon Method of Teaching Reading for two years, I am more firmly convinced than ever before that we are using 'the simplest possible way' for the mastery of word forms, and **because** we are using this key, we are more quickly and easily getting the thought from the printed page. Visitors from different places who have heard our children read recently have been loud in their praises of the splendid expression and ease in thought getting and giving which they show in their reading. The children who have learned word mastery as these children have, would never think of going to the teacher with fingers on words with the time-worn question, 'What's that word, teacher?' because they have gained **independent power** in mastery of form to such a degree that such a silly unpedagogical habit is no longer thought of. The little boy who said: 'Aw, shoot! If it wasn't for the words I could read it all right,' certainly spoke truly of the necessity of the power of word mastery first. 'The proof of the pudding'—you know the rest. I have repeatedly tested these children in various ways and have heard them tested by others and they **know** what they are reading. It is **not** mere word calling. If you doubt it, **come** and see."

From **SAN DIEGO.**—"I have been using the Beacon Method of Reading for the past two years. During that time, my work was with children in the second half of the first year. These children came to me with the entire phonetic work of the Beacon System completed. This made it possible to use the following five months for much valued review. Drill was given each day on the phonetic problems in the First Reader. By thus making more thorough what was already acquired, these children went to the second grade on a firm foundation. So much for my experience in 1A. In September, 1917, I started a beginning class with the Beacon System. The term is now half gone and I am very much pleased with results. One-half of my class have finished the Reading and Phonetic Charts and are doing excellent work in the Primer. The other half have needed to work more slowly, but will complete the above work in a few days. Beginners grasp the sight words easily and the arrangement of the charts makes it possible for different groups of children to work at different places without the great amount of board work necessary in other plans. One group may work on page 7, another 10, another 12, etc. Following older methods, it would be necessary for the teacher to place three groups of work on the board. The arrangement of the review work of both phonetic and reading work in the Primer is another excellent thing. When a child is familiar with subject matter, he is then able to give some expression to his reading. To sum up the points in this method which appeal to me:

1. The excellent arrangement of charts and readers, both in mechanics and interesting subject matter.
2. The rational and natural way of attacking the sounding of words.
3. Results are obtained with less of the 'grind work' found in other systems, both for teacher and child.

"I am very anxious to continu my work in this method, as I have enjoyed it more than any method used so far."

From **BAKERSFIELD.**—"After using the Beacon Method in a class of beginners for six months, I most emphatically pronounce it the best phonic method in use. The merits of the method I would classify as follows:

1. The approach to the word from the beginning.
2. This approach requires a clear, careful enunciation of the final consinant.
3. This method makes spelling simpler.
4. This method is not cumbered by unnecessary word elements, or by words not found in a child's vocabulary.
5. The books, the charts and the cards together form so complete a system that no board work is necessary, and material for review is always at hand.
6. The books contain good literature and are interesting to the children.
7. The phonic facts are taught without the deadening dril so necessary in other methods."

Mr. Wagner says that the California City and County Superintendents not only take and pay for The Western Journal of Education, but that they **read** it, "ads" and all —even the Beacon News Column. We don't believe it and to prove our case we hereby offer to send, free of charge for examination, to any county or city superintendent in the State who, by signing his name in the space below indicates that he has read this article, such of the WentworthSsmith-Shiels Arithmetic—Books I-VIII; Frye's New Geography—Book One; and the Beacon Readers and miniature charts as are not already on his office librar shelves.

(Sign here) .....

GINN AND COMPANY, Publishers,
20 Second Street,
San Francisco, Cal.

President Osenbaugh of the State Normal School, Chico, is arranging to hold a summer session at Castle Crags, Mt. Shasta.

* * *

Mayor James Rolph, Jr., has reappointed Geo. E. Gallagher and Sallie Jones as members of the San Francisco Board of Education.

* * *

The Sacramento Union reports fifty-six teachers absent on account of the influenza the week of January 14th.

* * *

WOOD'S FIRST OFFICIAL DECISION

In a special bulletin issued January 10 by State Superintendent Will C. Wood, it is held that the law is not violated if teachers' institutes are missed during this school year, provided they are held during the calendar year. Addressing county superintendents he says:

"Many inquiries relative to the holding of teachers' institutes during the present school year—July 1, 1918, to June 30, 1919—have reached this office. In most instances the epidemic has made a change from the regular meeting time necessary. In the meantime either a change in the superintendent has been made or the former superintendent has entered upon a new term.

"The provisions of section 1560 of the penal code, as found in the middle of page 64 of School Law, would clearly indicate that so far as the 'year' is concerned it must mean the calendar year. That is, the superintendent must hold at least one institute for each of the four years he or she is in office.

"This being the case, the superintendent is at liberty to hold the institutes—local or general—this spring or during the fall.

"I would, therefore, suggest that you meet the difficulties as your best judgment would dictate."

Southern California Section

Under Direction of
HERBERT F. CLARK
Teacher of History
Sentous Street Intermediate School
Los Angeles, Cal.

Editorial

ENFORCED VACATION AND PROFESSIONAL IMPROVEMENT

The enforced vacation of the present year has given teachers a rare opportunity for professional improvement. In the city of Los Angeles the State University, the University of Southern California and the State Normal School have all offered intensive courses for teachers. Although a large number of teachers have taken advantage of this opportunity, and some pressure has been brought to bear upon others, yet it must be acknowledged that a great many teachers have let the time go by without embracing the opportunity. If our teaching force generally want more influence in determining conditions and salaries under which and for which they labor, they must awake to the necessity of keeping in touch with all forward educational movements.

It is interesting to see in some of these vacational classes Ph.'d. principals sitting and studying with the teachers usually under their supervision. It is a fine omen. A principal who doesn't embrace these opportunities for professional improvement will wake up some day and find himself out-distanced by some of his teachers. It doesn't make any difference how many years of college you have attended, it doesn't make any difference how many A. B.'s or A. M.'s or Ph. D.'s you have, unless you keep abreast the times, you won't see the new tendencies in education; you won't recognize the new problems as they arise for solution; you won't continue to grow professionally. Education is not a static thing. It isn't a thing that can be secured and stored away. It is more an attitude of mind; the process is in constant flux and no number of years at school, nor years in age determine its accomplishment. The greater your educational vision, the greater the desire to extend it. The deeper the interest in the cause you have espoused the greater the anxiety to keep abreast of the times.

Magazines

Not only have institutions solicited the attention of teachers during the enforced vacation, but educational magazines and books have called aloud from the libraries. It isn't a good recommendation for a teaching force for a person to go to their central library and take down four consecutive numbers of the best educational journals in the country and be compelled to cut the leaves in each of them. It simply means that the teachers aren't using the materials placed at their disposal for professional improvement. And the school journals, this year of all years, are brim full of the best kind of educational material. The terrible war and its effect upon methods and theories; the coming reconstruction with its tremendous problems; the teacher's vital part in these great movements, should appeal to all of them as never before in their experience.

Books

Then the new books coming from the press. Have the teachers been to the libraries and reviewed them? What is your special field of educational endeavor? What are the tendencies in it? Who are the leading writers today in that field? Is yours the problem of elementary, secondary or higher education? And what are you doing to solve it? Have you made some exhaustive study of some period of history, some phase of literature, art, music and so forth?

Never have teachers been given such an opportunity for professional improvement as during the past few months with their regular pay going on, free institutions opened for their benefit, books and magazines at their disposal, and the quiet solitude of their own homes for study. There must be compensation for the children, for the citizens in these critical times. Will the teachers, through their enlarged visions, their enriched experiences, be able to give it?

* * *

MEASUREMENTS FOR TEACHERS AND MEASUREMENTS FOR PRINCIPALS

Dr. John M. Brewer, of the Los Angeles Normal School, in discussing measurements to determine vocational aptitudes, pertinently suggested that while he favored reports on teachers by principals, he thought it a rule that ought to work both ways, and that teachers should be allowed to make reports on principals, supervisors and superintendents.

It is an encouraging sign in educational affairs to have voice given to such a democratic principle by a school man of such character and standing as Dr. Brewer. It bespeaks the dawn of a new era in school administration. It would soon break up the stratified hierarchy of present-day systems. Who can best judge the work of a principal, for instance, than the people who come under his supervision? Who is the better judge of supervisors than the principals and teachers of the schools affected by their departments? Indeed, who knows better than the teaching and supervisional force as a whole the qualities requisite for good assistants and superintendents?

The reportorial process can work both ways. It can be carried on in a dignified manner by proper forms and occasions. It is a thing that ought to be done. Which will be the first real progressive city in the State to put some such plan in operation?

* * *

DAVID SNEDDEN ON TEACHING HISTORY

In his book on Problems of Secondary Education, David Snedden devotes a chapter to the Teacher of History. In many ways his interpretation of the present situation of history teaching is well justified, especially is this so as regards the verbal memorization of dates and events and so forth. It is also true that children can hardly be expected to interpret the present out of a study of the past, because of their lack of a proper experiencial basis. At the same time we are not ready to agree with him "that we shall in the future discard, to a large extent, the use of the chronological order in teaching this subject; that our emphasis will center primarily in the contemporaneous, and only incidentally in the past."

It seems to us that the chronological order is consistent with the growth of plant and animal life on the earth; with the development of the human race and its various forms of civilization; with the development of peoples and nations and with the birth, development and life of the individual himself. In other words, to study the history of a people chronologically is the natural and logical order.

True, the beginning point of interest is the individual child in a contemporaneous environment, but from whence came he, how did he become what he is, is the all-absorbing question. The ordinary individual knows pretty well his own past history. He remembers the trials and tribulations, the joys and excitements of his past, and you may rest assured that he sees them pretty well in their chronological development.

A nation goes through the same processes of development that an individual does, and children as they grow up begin to feel that they are but a part of a large whole; and then questionings concerning this larger whole are pretty much the same as those concerning themselves, their parents, their friends, and so forth. And so they discover that we are a United States of America and consequently they are interested in its birth, its growth, its joys and sorrows, in its present status among the nations of the world.

The way, then, to satisfy this curiosity is to go back to the beginning of things on this side of the Atlantic and even the other side, as they so interestingly do, and trace the development of this people through its varied stages up to the present time. And this is chronological in order, and we fail to see how a mature person can be satisfied without this developmental view of his country, and how will children get it if we don't offer it to them in their school work?

This history of a nation is a life story and this must be the dominant note all through the study. How a nation was born; how about its childhood; how has it met its problems; what kind of a nation is it today? This human life element should never be smothered by attempting, through mental exertion, to remember dates, battles, etc. Let the experience of the study, the discussion, the present movement suffice. Let the inherent interest in the life-giving story fix things in the memory, or let them forever pass away.

This is not the "cold-storage theory" nor the "theory of deferred values" to which Mr. Snedden refers. It isn't the teacher's concern as to how much is stored up, or what use the child will make of history in after life, but is of supremely vital interest that the child catches the story as a whole, that he does certain assigned tasks in a creditable manner in connection with it. Through some such interesting process we can expect growth of mind and character; and have faith that the child will live a more complete life as a result of these experiences. There is no greater "social science" than the simple life story of a great people.

TEACHERS' COLLEGE FOR LOS ANGELES

The first official presentation of a plan to convert the Los Angeles State Normal School into the Los Angeles College of the University of California, was made recently when President Moore of the Normal School appeared before the Southern California members of the Legislature and discussed a tentative arrangement for such a consolidation.

Dr. Moore declared that the present Normal School group, with the two barracks buildings recently added by the government, would be almost enough equipment to insure the success of the plan. He advised the addition of library and laboratory capacity only, and said options had already been secured on fifteen acres of adjoining land.

The proposition met with favorable recognition at the hands of the Los Angeles city council, when upon motion of Councilman Criswell, the following resolution was adopted:

"Whereas, the trustees of the Normal School therefore propose to the Legislature that they turn over to the regents of the University the Normal School grounds, buildings and equipment, having a value of approximately $1,000,000, supported, that is, endowed, by the State, and so instruct the regents to conduct therein a teachers' college with a series of four-year courses leading to the bachelor's degree, and such other college courses of junior college grade as the board of regents may decide to conduct therein; now, therefore, be it

"Resolved, by the Council of the City of Los Angeles, that we endorse this co-operative plan by which the trustees of the Normal School and the regents of the university, working together as they think best for the advantage of the State, are endeavoring to create here a great and important college of the University of California."

It was pointed out that the average college in the United States draws students from a radius of 150 miles, while Southern Californians have to journey from 400 to 500 miles to reach the State University, for the upkeep of which their parents pay heavy taxes.

* * *

LETTER OF APPRECIATION

Courtland Union High School,
Courtland, California, Jan. 6, 1919.

Mr. Herbert F. Clark, History Dept., Sentous St. Intermediate School, Los Angeles, Cal.

My Dear Mr. Clark: I wish to congratulate you upon your editorial in the November issue of the Western Journal of Education anent the report of the Committee of Twenty-one relative to the reorganization of the state school system. The Bee invited different school men to give their opinions and published the same. Your analysis beats them all to a stand-still. I have taught in the state 40 years and in that time has arisen many a Moses to lead us into the promised land, but I do not recognize him in the Committee of Twenty-one. I hope to meet you some day.

Very Sincerely yours,
F. O. MOWER, Principal.

* * *

NEWS ITEMS OF SOUTHERN CALIFORNIA

Ray E. Pollich
Juvenile Hall, Los Angeles

War Work Bulletin

The Los Angeles city school department publishes monthly a "War Work Bulletin" for use in the city schools. Miss Grace Mogle, director of war work for the Los Angeles city schools, is editor. This bulletin covers the work being done ni the schools in connection with the war and reconstruction; it also issues the suggestions and instructions from the war work headquarters for the furtherance of this work. The current issue carries some very good articles on the Red Cross, United War Work, Junior Red Cross and various other topics of interest to school people. The War Work Bulletin is printed by the pupils of the Sentous Intermediate School.

Parental Schools Association

The youngest teachers' organization in Los Angeles is the Parental Schools Association, composed of the members of the Department of Compulsory Education and Child Welfare. This association was formed during the early part of December last, for the purpose of promoting a deeper study of the problems of child welfare among its members and to bring about a closer cooperation between members of the association and the various persons and groups of persons interested in education and child welfare. Though the Parental Schools Association 'is young as an organization it has already accomplished much along the lines for which it was founded. A number of committees are industriously at work on matters pertaining to legislation, street trades, out of school employment, supervised physical activities, course of study, institutional schools, etc. The officers are: Mr. L. L. Gallup, president; Mrs. Inez D. Douglass, vice-president, and Mr. Raymond Dunlap, secretary.

Ndw Heaequarters for the L. A. City H. S. Teachers' Association

The High School Tteachers' Association of Los Angeles City has opened beautiful new headquarters at 402 Hamburger Bldg., Los Angeles, with a secretary in charge. Several other high school teachers' organizations throughout different sections of Southern California have requested of the Los Angeles association that they be given filing space in the offices, which fact seems to indicate that eventually these headquarters will become the recognized center for all southern section high school associations. In addition to this, Mr. Carleton A. Wheeler, president of the Los Angeles High School Teachers' Association and secretary of the Southern Section, C. T. A., plans to make these rooms the official headquarters for the Southern section of the state association.

A Patriotic Offer

The superintendent of Los Angeles city schools in a reqort to the Board of Education dated December 19, states that the entire teaching force of Los Angeles city, with the exception of less than 8 per cent of the whole, from whom no report had yet been received, has, without a single exception, offered its services as teachers in the public schools during Christmas week without charge to the board, so that in this way it would be possible to reduec the loss incurred by the pupils brought about by the quarantine period declared because of the influenza epidemic.

Teachers' Classes

The registrar of the University of Southern California states that there are more than 200 Los Angeles city school teachers taking advantage of the regular late afternoon, evening and Saturday classes offered hy that institution.

Legislation

Miss Wilhelmina Van de Gooberg is at present in Sacramento representing the five teachers' organizations of Los Angeles city. The organizations represented by Miss Van de Gooberg are the Principals' Club, Mr. G. J. McDonald, president; the Parental Schools Association, Mr. L. L. Gallup, president; the City Teachers' Club, Miss Van de Gooberg, president; the Evening School Teachers' Association, Mr. John R. Doyle, president, and the High School Teachers' Association of Los Angeles, Mr. Carleton A. Wheeler, president. Practically every one of the 3200 teachers in the Los Angeles city schools is a memher of at least one of these organizations.

Joint Committees

The entire teaching force of Los Angeles city is working as a unit on two very important matters at this time. A committee known as the Joint Legislation Committee, made up of the presidents and legislation committees of the five teachers' organizations, have been giving much time, thought and work to the matter of legislation. Another committee composed of the presidents and chairmen of the finance committees of the same organizations has been at work for some months on the matter of teachers' salaries. Mr. E. E. Hitchcock, who is chairman of this joint committee, and his coworkers have done much toward gathering statistics and other information that will prove of value to the teachers in presenting their case in behalf of better salaries to the powers that be.

Educational Journal Enlarged

The Educational Journal, a weekly publication issued by the Los Angeles City Principals' Club, is now the official organ of the Los Angeles High School Teachers' Association, as well as of the Principals' Club. This merger makes the Journal a much larger and more influential magazine in its particular field, since a number of pages have been added and the number of subscribers increased over two-fold. Since the date of its first issue, November, 1917, the Educational Journal has continued to develop and grow in the estimation of the school people in and about Los Angeles city. Even greater things are looked for in the future from the Journal since the high school people have united with the principals in its publication.

School Publication No. 10

The Los Angeles school department has just issued a second edition of School Publication No. 10, known as The Los Angeles City Schools and the War. There was such a demand for this book throughout the country that the first edition was soon exhausted and the Board of Education found it necessary to publish a second edition. The book is made up of about 100 pages, divided into 10 chapters, giving details and illustrations on the work done by the Los Angeles schools in connection with the war. The publication was prepared by Mrs. Porter E. Richey, a teacher in the city schools then acting as War Work director, under the direction of the superintendent.

Compulsory Education in Los Angeles

It may be of interest to those school districts having difficulties in keeping up the attendance and otherwise enforcing the compulsory education laws to know that Los Angeles city employs some fifty teachers, principals, supervisors and attendance officers for the purpose of enforcing our state laws on compulsory education. This department, known as the Department of Compulsory Education and Child Welfare, consists of a chief and sixteen attendance officers, three division supervisors, twenty-five parental school teachers and principals, a director and an assistant director.

The department has supervision over the following activities: 1, Parental Schools; 2, Attendance; 3, Truant cases; 4, Transfers; 5, Discharges; 6, Disciplinary cases; 7, Scholarship funds; 8, Work permits; 9, Enforcement Child Lahor Laws; 10, Minors employed in motion picture industry.

The department is under the supervision of Mrs. Susan B. Dorsey, first assistant superintendent, and Dr. E. J. Lickley, director. Dr. Lickley has recently issued an excellent report, in book form, on the history and work of his department, covering a period of about twelve years. Single copies of this book may be secured by addressing Dr. E. J. Lickley, Director Department Compulsory Education and Child Welfare, Los Angeles City Schools, Los Angeles, Cal.

New Members Los Angeles Board of Education

Mr. Chas. E. Seaman has been elected to the place made vacant on the Los Angeles City Board of Education by the resignation of Mr. J. H. Bean. Mr. Bean resigned his seat on the Board of Education, to which he has been elected continually for years, to accept a place on the county Board of Supervisors. School people of Los Angeles city and county, though fully realizing the loss to the Board of Education brought about by Mr. Bean's resignation, are rejoicing over the fact that at last the Board of Supervisors has as one of its members a man who is familiar with education and its needs.

* * *

The State Board of Education, at its meeting January 21, appointed Superintendent A. C. Olney, of Santa Barara, commissioner of secondary schools to succeed Will C. Wood. Mr. Olney was formerly principal of the Fresno High School. He is a man of high attainments, no rough edges, and will do fine team work.

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THE TEACHERS' ASSOCIATION OF SAN FRANCISCO

The Teachers' Association, after its long enforced vacation, resumed its work by calling a meeting of the sommittee of seventeen, which had been elected last May, to revise the constitution. At this meeting the proposed new constitution, upon which the committee has been working for several months, was voted upon section by section, and was adopted by the committee as a whole. It has been printed, and a copy has been sent to each teacher. Early in January a general meeting of the association will be held for consideration of the report of the revision committee, after which the teachers will vote, by ballot, in their respective schools, upon the constitution as revised.

The most important changes proposed by the committee are:

(1) The elimination of the executive directory.

(2) Each school, however small, shall be given a representative to the governing council. Schools of more than twenty-five teachers shall be allowed an additional representative.

(3) One principal for every two hundred teachers shall be elected by ballot by the principals as representatives for them in the governing council.

(4) The governing council shall elect the officers of the association.

(5) The council shall hold monthly meetings, and shall handle actively all questions of general interest to the teachers. It shall submit to the association for action such matters as may determine the general policy of the association.

(6) A copy of the proceedings of each meeting shall be mailed to each member of the council.

(7) General meetings of the association shall be held once a term.

The dues will remain at the nominal sum of ten cents per term.

The publicity committee held its final meeting in the auditorium of the Redding School, December 3rd.

After a few words of congratulation on the defeat of school charter amendment number 37, President Altmann made a grateful acknowledgment of the work of the daily papers, of the weeklies and of the sectional papers. He gave a full meed of praise to the fraternal organizations, to the clubs, and to the individuals who assisted the publicity committee in keeping alive the sentiment against the amendment.

The following tribute, voiced by Mrs. Marjorie Stuart, was, by unanimous request, ordered spread upon the minutes:

"That there is among us one who works untiringly and unceasingly with us and for us, from dawn until midnight; he labors for us, looking for no praise for himself, but giving honors to his fellow-workers; he is always at our service, encouraging us with his cheerful and hopeful outlook; so, to Mr. Altmann, fellow-teachers, belongs our thanks, our gratitude, our loyalty."

The salary committee, nearest to the hearts of the teachers, held two very important meetings on the 4th and the 6th of the current month.

President Altmann, realizing that the psychological moment in which to ask for a raise in teachers' salaries, is at hand, called together the salary committee of the association. With the democratic spirit which has always characterized Mr. Altmann, this committee was augmented by principals of schools, by teachers from the grades, from the high schools, and from the evening schools.

The following letter was sent to the Board of Education:

"To the Honorable Board of Education of the City and County of San Francisco:

"Ladies and Gentlemen: At the meeting of the committee on teachers' salaries of the Teachers' Association of San Francisco, a motion was made, and carried, that a committee of three, consisting of the chairman of the above-named committee and two of its members, present to your honorable board the results of the deliberations.

"At this meeting a resolution was unanimously adopted asking that all elementary school teachers, including principals, vice-principals, supervisors of special subjects, and their assistants, also all evening elementary and high school principals and teachers, be granted an increase of salary, amounting to 16 2-3 per cent; that all principals and heads of departments in the high schools receive ten per cent increase of salary, and all assistant teachers in these schools, an increase of twelve and a half per cent.

"As the United States Bureau of Labor, after a very searching investigation, has found that the cost of living during the last few years has advanced over sixty per cent, the teachers feel that their demand is most moderate.

"With the successive and rapid increases in the cost of living, teachers find it very difficult to maintain their standards of living on salaries as they exist. As school teachers hold a public place in the life of the community, they cannot as readily change their standard of living as those in other forms of employment; consequently, they feel the pressure all the more severely.

"Many young men and women are finding other fields of employment so attractive and more remunerative that teaching in the schools is no longer alluring and our schools are thereby losing the services of some who are very well qualified in every way. Proper salaries are a necessary part in attracting the best service.

"San Francisco will have to increase the yearly salaries of teachers, so as to more nearly approximate the salaries paid employes in other branches of public or private service where less education, professional training or skill is required.

"It is therefore with a feeling of absolute justification that on behalf of all of the teachers in the schools of San Francisco we respectfully ask your honorable board to recognize our plan, and meet it, if possible, through some surplus money that may come to the school fund this fiscal year.

"If a present increase in the salary schedule of 1918-1919 is impossible, we ask that our request be made part of the school budget for the year 1919-1920, asking that the Board of Supervisors make a specific appropriation to meet the increase of salaries specified above.

"We earnestly hope that this will receive your cordial co-operation.

"Respectfully submitted.

(Signed) "A. Altmann, Chairman.
"Marjorie Stuart.
"Edna Cotrel."

The Executive Directory of the Teachers' Association held its regular meeting in the City Hall, Monday, December 16th. Miss Elizabeth E. Kelly, chairman of the teachers' welfare committee, presented the following report of the teachers' loan fund:

"To the Principals and Teachers of the San Francisco School Department.

"Ladies and Gentlemen: At the request of the Board of Education, the Teachers' Association has taken charge of two relief funds aggregating three hundred dollars seventy-nine cents ($300.79), two hundred dollars ($200) being the balance of the Slater fund, and one hundred dollars ($100) donated by the Misses Duffy in memory of their sister, Miss E. Alma Duffy.

A loan committee of five, consisting of two members from the welfare committee of the association, and three chosen by the executive secretary, has assumed the management of the fund, the object of which is to lend sums of money, not exceeding two hundred dollars, to teachers in need or distress.

The following is the personnel of the committee:

1. Miss E. E. Kelly, principal of Bryant School, chairman.

2. Miss Sara C. Burnett, Hamilton Evening School (chosen from the welfare committee).

3. Mrs. K. F. Brogan, Columbia School (a grammar school principal).

4. Miss Aug. J. Johnson, Sutro School (a primary school teacher).

5. Mr. A. J. Cleghorn, Lowell High School (a high school teacher).

(Chosen by the Executive Directory.)

Miss Augusta Johnson is to serve for a period of one year; Mrs. Brogan, two years; Mr. Cleghorn, three years.

Matters connected with loans are to be regarded as of a strictly confidential nature.

Promissory notes, without interest, payable six months after date, and renewable at the option of the committee, are to be given as security in all cases, thus creating a revolving fund, to be used whenever necessity demands. A semi-annual report of all receipts and expenditures will be presented at the meeting of the Governing Council.

Two hundred twenty-three dollars ($223) has recently been withdrawn from the bank, leaving a balance of seventy-seven dollars seventy-nine cents ($77.79).

The Executive Directory, at its meeting of September 16th, recommended that the teachers be requested to contribute five cents per month to the teachers' loan fund, in order that it may be placed on a firm financial footing.

The committee urgently desires the hearty co-operation of the entire teaching body in this most worthy humanitarian movement. Respectfully submitted,

Elizabeth E. Kelly, Chairman."

The case referred to was most worthy. The money lent will be returned to the association early in January.

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Miss Genevieve Carroll, treasurer of the publicity committee, presented the following report:

"Report of Publicity Committee in Campaign to Defeat Amendment 37.

Reveipts—	
Contributions from teachers	$1,323.56
Contributions from deputy supts.	20.00
Teachers' Association	200.00
Total	$1,543.56
Disbursements—	
Printing	$ 686.00
Postage	167.59
Advertising	338.60
Publicity	160.32
Headquarters (incidentals)	80.10
Total	$1,432.61
Balance	$ 110.95

Respectfully submitted.

Genevieve Carroll, Treasurer."

It was decided to transfer the balance to the treasury of the Teachers' Association.

Letters were received from Mrs. E. F. Scanlon, from the Parents' Rights League, and from H. F. MacNevin, congratulating the association on the defeat of amendment number 37.

Mrs. Mabel A. Sykes, being ill and not able to attend to her school duties, no treasurer's report was received.

The Governing Council held a meeting in the auditorium of the Redding School, December 17th, to receive the report of the committee on revision of the constitution.

The council will call a general meeting of the association, Monday, January 6th, for the consideration of the new constitution and by-laws.

FRANCES A. C. MOONEY,
Secretary.

* * *

C. W. Childs, formerly president of the State Normal School, San Jose, member of the State Board of Education, and lecturer on educational and agricultural topics, has been appointed lecturer for the farm bureau of Napa County. Prof. Childs has a beautiful ranch near St. Helena and has more enthusiasm than many young men for progressive ideas.

* * *

Mr. Zaner, the author of our California writing system, was killed in a railroad accident in Pennsylvania recently. He had many friends in California who will grieve at his untimely end.

* * *

POMONA SCHOOLS HAVE AN ASSISTANT SUPERINTENDENT

The office of assistant superintendent was created at the last meeting of the school board and William Ashworth was elected to the position at a salary of $2,000 per year. Mr. Ashworth is a graduate of Dartmouth and has taken post graduate work at Harvard. He has also spent considerable time in private schools and was in charge of a boys' school at Wilberham, Mass.

* * *

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ITEMS OF PUBLIC INTEREST

From Proceedings of the State Board of Education, December, 1918

A special meeting of the State Board of Education, called for the discussion of proposed legislation and such other business as might come before the board, was held in Los Angeles, December 2-7, 1918. The meeting was held in Los Angeles to enable the board to sit in joint session with the Council of Education and the committee of twenty-one on the Reorganization of the Public School System. The meetings of these three bodies were scheduled originally for the week of November 18, but were postponed on account of the influenza epidemic.

Some of the more important subjects taken up, apart from legislative questions, were the selection of a commissioner of secondary schools, to fill the vacancy caused by the resignation of Commissioner Will C. Wood, resigned to take office as Superintendent of Public Education; the adoption of a resolution declaring it to be the policy of the board to decline to endorse bulletins designed for introduction into the schools as supplementary material; modifying the high school textbook contracts to change the allowance for freight differential.

In the matter of a course in patriotic instruction tentatively agreed upon at the September meeting to be introduced into the schools of the state, it was reported that no suitable person had been found to act as supervisor of the organization in introduction of the course, and the employment of this supervisor was postponed until the January meeting. An outline of the course which had been prepared was referred to the commissioners for review, to be included, if approved, in the December Blue Bulletin.

A letter from the State Council of Defense was read in the board, setting forth certain objections that they had found to passages quoted from the physical education manual. After hearing a full report from Professor Hetherington on the subject, the matter was referred to Commissioner Wood, to attend a meeting of the Council of Defense and endeavor to clear the misunderstanding which the members had apparently gained.

A committee of the Juvenile Protective Association was received during the meeting for the discussion of child labor laws, compulsory education and allied subjects, with a view to securing a revision of these laws which would make them consistent and more effective.

The following resolution referring to supplementary material for school use was adopted:

"Whereas, the State Board of Education is receiving requests from other state departments for its approval of bulletins which are intended to be sent out for use in the public schools;

"Resolved, That the board define its position in the matter as follows:

"1. It has been the policy of this board not to pass on supplementary material offered for use in the schools by free distribution or purchase, as the power to authorize or prescribe the use of such material rests with the local school authorities.

"2. It is not possible for our commissioners with the wide range of necessary activities which they are required by law to perform, including the review and approval of state textbooks in the various statutory subjects, to undertake to review in an expert way material which other state departments, federal departments and private organizations may desire to send out for free use in the public schools.

"3. We recognize the fact that material of this character may often be of great value to the schools, but, on the other hand, there may be questions of health, pedagogy, psychology, history, economics or civics involved, in which we are not in complete harmony with the views set forth in these publications. While we desire to treat with proper courtesy other departments of the state or federal authorities, in view of the fact that we have at the present time no authority by law to prescribe or prevent the use of this supplementary material in the public schools, we are decidedly opposed to the joint editing of this matter and to the sponsoring by the board, or its commissioners, of publications which are prepared by other departments, and for which they should assume the full responsibility.

"We therefore feel compelled (as a matter of general policy) to decline to give any official endorsement of bulletins from other state departments, or to permit our commissioners to do se.

"4. As the law now stands, we consider this position to be sound and logical, but we recognize the fact that the schools are being overwhelmed with material for supplementary use, sent out by private associations and by state and federal departments. We therefore commend to the committee of twenty-one on School Reorganization the consideration of the problem of legislation that will vest some state educational authority with the power to pass on supplementary material offered for free use in schools to further various forms of propaganda."

The following resolution referring to high school textbook contracts was adopted:

"Whereas, the terms of a resolution passed by the State Board of Education provided for a modification of the high school textbook contracts with various school book publishers whereby the freight differential allowed should thereafter follow the fluctuations of rates occasioned by unusual transportation conditions; be it

"Resolved, That said freight differential shall, from and after January 1, 1919, be fixed at five per cent instead of three per cent, as stipulated in the original contracts, it having been shown conclusively by evidence submitted by the various publishers that five per cent is a reasonable average rate."

In the joint meeting with the committee of twenty-one, reports from the sub-committees on finance and the course of study were read and ordered filed.

Pending applications for life diplomas, 147 in number, were disposed of.

Retirement Salary Business

Refunds of erroneous deductions from teachers' salaries, amounting to $118,36, were ordered refunded.

The following retirement salaries were granted:

Five Hundred Dollars per Annum—Mrs. Nellie G. Curran, San Francisco; Ida B. Herman, Sutter Creek; Mrs. Sarah J. Mann, Berkeley; Amy L. Perry, Los Angeles; Champ S. Price, Santa Cruz; Ben F. Schislor, Los Angeles; George Underwood,. Eureka; Margaret J. Warren, Fallbrook.

Under Section 14 of the Law—Olive M. Farnham, Willows; Mrs. Clara H. Hummel, Pasadena.

The matter of the acturial work to be done by the Pacific Mutual Insurance Company was discussed at length. The chief clerk reported that the cards received from the various superintendents had been shipped to the company and that he had called at the Pacific Mutual Building since arriving in Los Angeles and had talked with the actuaries. It had been found by inspection of a test group of 250 cards taken at random from the shipment that approximately twenty per cent of the teachers had failed to report the year of birth, which was regarded as the most important fact asked for on the card. The board authorized the reprinting of the personal report card for use during the current year, to be distributed in February, with a suitable explanatory circular emphasizing the need of care in filling out the cards, and suggested that the point be given publicity in every possible way that the teachers must not neglect or refuse to give their ages. Since the original cards are not indexed and will not be preserved, there is no possibility of any curious person inspecting the record for the purpose of ascertaining the ages of particular persons. It was believed that if this fact were generally known by the teachers, the objections to reporting the ages would be greatly lessened.

The board adjourned to meet in regular quarterly session on January 20, 1919.

Respectfully sumbitted,
C. S. PIXLEY, Acting Clerk.

* * *

THE BOOKMAN A VALUABLE SERVANT OF EDUCATION

Quotation from "The Textbook" by Alfred Lawrence Hall-Quest (pages 74-76):

The bookman, however, very often renders invaluable service in pointing out and exploiting the aims and methods of the author whose textbook he is trying to sell. In the beginning the author and the publisher were both printers and salesmen, but as business increased it became necessary to employ salesmen to market the books. The bookmen have become experts in their various lines, and in many instances are conscientious students not only of current demands, but of the more technical development of the various subjects. By introducing the teacher and school officials to new and greatly improved texts, the bookman helps to accelerate the progress of educational methods. Without the bookman's analysis of his texts many books would never be examined, for school administrators are busy people. They do not have time to read many books. They welcome sincere help from the bookman. They recognize that he is a salesman; he has goods to sell, and his house expects hi mto multiply big orders and to get long adoptions. This is business, and without its methods there doubtless would be little progress in any field.

But the school administrator who is honest in his purpose has no patience with a bookman who spends a half hour and more merely tearing to pieces a competitor's books. In most books there are strong and weak qualities. The perfect text does not exist. The standard bookman must be well informed in his own field. If he sells algebras, he ought to know the subject itself.

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He may have some one in the teaching profession compose a "Selling Talk", but it would be better if he made a careful analysis of his own and of his competitors' books so as to make it definite wherein his books are really better than those of his competitor. The fair attitude for a salesman to take is that "our competitors' books are good, but we have sought to improve on them, to include the results of most recent scholarship in this subject; and here is what we offer. These are the improvements." The educator will easily agree if the new book does not present, very evidently, superior features.

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LITERARY CALIFORNIA

Consulate General of Japan
21 Sansome Street

San Francisco, California, January 6, 1919.
Mrs. Ella Sterling Mighels,
San Francisco, California.

My Dear Mrs. Mighels: I spent most of yesterday afternoon reading **Literary California**, and I hope it is not too late for me to congratulate you on the fine piece of work you have done. It rounds out and completes your earlier **Story of the Files** and places all western writers under renewed obligations to you—to say nothing of the public. For the place you have given in the book to my small contributions I thank you most sincerely. You have done better by me than I deserve.

Naturally I have been carried back by the appearance of this beautiful book to those old days when you conceived the idea of the **Files** and when I had some humble part in furthering your work. I still preserve many of the old proofs of "cuts" and ods and ends used at that time when we were busy with the Wasp.

Time has brought its changes, but I discover in you the spirit of perpetual youth, and I find I am touched by your deathless devotion to the old California loves. The living witnesses—those who lived the romance and felt the inspiration of those golden days—are passing rapidly across the Great Divide. In wishing you a happy and a contented New Year, may I not sincerely express the hope that many of them are still in store for you—time to gather more roses.. But you are more than a "gatherer." You are entitled to a new name: You are the loving historian of the bards and dreamers of those early days and, as such you will always merit their gratitude.

Sincerely and cordially yours,
D. S. RICHARDSON.

* * *

THE NEW CIVICS

In the Historical Outlook for December, 1918, Professor J. L. Barnard of the Philadelphia School of Pedagogy has given an admirable "Program of Civics Teaching for War Times and After." Everyone who is interested in noting how the war has broadened the civics course should read this article.

In the seventh and eighth grades Professor Barnard shows that the fundamental part of the course is a study of the main elements of civic welfare such as health, protection of life and property, education, recreation, civic beauty, communication, transportation, wealth, and charities and correction. Accordingly the various public agencies should be considered in connection with each of these elements of civic welfare, and also the private agencies that have set in motion to cooperate with the various governmental ones.

A comparison of Professor Barnard's program with the latest and most interesting of the textbooks in civics—"My Country," by Turkington (Ginn & Company)—shows that there has been a real revolution in the teaching of civics. The older type of civics based largely upon a study of the constitution and the formal organization of state and national government no longer meets the needs of our citizens and the World War has hastened the change in this subject.

Progressive teachers who believe that civics should offer primarily school training for citizenship in a democracy will find in "My Country" motives and situations supplied that will add new zest and interest to their work.

* * *

BOOK REVIEWS

American Red Cross Textbook on Home Hygiene and Care of the Sick, by Jane A. Delano, revised and rewritten by Anne Hervey Strong, R. N. This book was prepared for and endorsed by the American Red Cross. The new edition is just off the press. It contains 334 pages, with some illustrations, with a complete table of contents and a well arranged index. Price 60 cents. P. Blakiston's Son & Co., Philadelphia, Publishers; Harr Wagner Pub. Co., California representative.

American Red Cross Texa Book on First Charles Lynch of the Medical Corps of the U. S. Army. There are 31 plates and 92 figures, 192 pages, copyright 1918. P. Blakiston's Son & Co., publishers. Price 35 cents. The American Red Cross Text Books have been put on the approved list of the State Board of Education and it is hoped that every high school in the state will have courses in these subjects, so that sickness may be prevented in the home, and that every student be prepared for emergencies. These Red Cross text books should be not only on every teacher's desk, but in the homes of the high school pupils.

* * *

Democracy and World Relations, by Dr. David Starr Jordan, Chancellor of Leland Stanford Junior University. Cloth. Quarto. vii-158 pages. $1.20. World Book Company Company, Yonkers-on-Hudson, New York.

The first book on reconstruction has just been published, and it is by a western man known all over the world—Dr. David Starr Jorda, famous scientist, scholar, educational leader and executive, peace advocate, and publicist. Dr. Jordan tells why he was in accord with President Wilson in waging war on Germany; and then tells how democracy may be now assured for all people forever.

The volume deals not with the war but rather with conditions which preceded it and those which are to follow. It was originally planned as a textbook or reference book for high schools and colleges. It is written in a candid, non-controversial spirit, befitting such a purpose.

* * *

World War Issues, Readings in contemporary history and literature. What have we won? "World War Issues and Ideals," by Speare and Norris, contains a decisive records of those principles and purposes which the blood of the world has been shed to perpetuate. This record comes fresh from the lips and the pens of forty-two of the most distinguished living men in Belgium, France, England, America, Italy and Germany.

With reconstruction problems now at the fore, the section on the New Europe and a Lasting Peace gains special significance.

Although intended particularly for such courses as those described above, "World War Issues and Ideals" lends itself perfectly to any form of reading and study Aid, Second Edition, Woman's edition. This is a manual of instruction by Colonel connected with the war, whether in the classroom or in the home.

"World War Issues and Ideals," by Morris Edmund Speare and Walter Blake Norris, both of the Department of English in the United States Naval Academy, 12mo, cloth, xi-461 pages, $1.40. Ginn & Company, Publishers, 20 Second St., San Francisco, Cal.

* * *

THE WESTERN JOURNAL OF EDUCATION AND ITS AID TO THE TEACHERS' ASSOCIATION IN THEIR RECENT FIGHT

Letters from teachers all over the State of California and elsewhere continue to pour in, even at this somewhat late date, commending The Western Journal of Education on the magnificent fight waged for the Teachers' Cause in San Francisco's decisive defeat of Charter Amendment No. 37.

One of the strongest of these letters is from the secretary of the Teachers' Association, attesting to the striking manner in which Chauncey McGovern, staff publicity expert of The Western Journal of Education, handled the newspaper literature for the teachers during their successful campaign. The letter of Miss Mooney follows:

To All Whom It May Concern:

We take pleasure in stating that the publicity for the many forces opposed to the passage of City Charter Amendment 37 (the School Amendment) was handled by Mr. Chauncey McGovern, the public press agent of the Hearst-Examiner Building of San Francisco, to our MORE THAN FULL SATISFACTION.

Despite the fact that the epidemic of influenza closed the nsual channels for securing "news," Mr. McGovern succeeded, WITH STRIKING CLEVERNESS, IN CREATING opportunities for clubs and other organizations, as well as individuals, to take such actions as were permissible, so that the consequent "news" kept alive, through all the daily newspapers of the city, the interest of the general public in killing the proposed amendment.

Mr. McGovern proved himself ORIGINAL, energetic, well versed in the inside tracks, and forceful in capitalizing all of these merits for our cause, in the way of effective publicity.

We consider Mr. Chauncey McGovern a RFMARKABLE SUCCESS AS A "PUBLICITY EXPERT."

TEACHERS' ASSOCIATION OF SAN FRANCISCO.

(Sgd.) FRANCES A. C. MOONEY,
Secretary.

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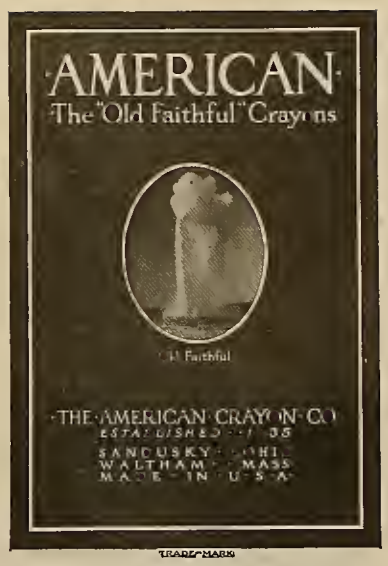

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SOME NORTHERN NOTES

Principal Frank Foderhase of the Redding schools has been a victim of the influenza.

Principal Paul D. Henderson, of the Lincoln school, Red Bluff, was also in bed during his Christmas vacation.

The Red Bluff school children by an offering of one cent daily for seven days donated over $45.00 to the relief of Belgian babies.

School attendance all over the upper part of the state has been prostrated by the inroads of influenza. Not in the memory of the oldest school marm has such a condition existed. County boards will have to either suspend final examinations where such still exist, or make them light if the high schools are to receive recruits next year.

We greet our new leader, Will C. Wood, a Solano County boy. Under his guidance we are ready to do all possible for the advance of the schools of the state.

We bid Supt. Hyatt God-speed. His has been a record unequalled in state annals. Original, practical, democratic, he has placed the state before the national eye and has won for himself a national reputation. May his days be long in the land of sunshine, fruit and flowers. He has been a faithful servant, a friend of the schools, and a champion of the teachers.

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Vol. XXV, No. 2 SAN FRANCISCO, FEBRUARY, 1919 Price, 15 cts.

MEETINGS

Bay Section the California Teachers' Association; Wm J. Cooper, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal. Meeting week of May 7.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the California Teachers' Association; E. E. Brownell, Gilroy, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone.

The Western Journal of Education

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CHAUNCEY M'GOVERN, Associate Managing Editor.
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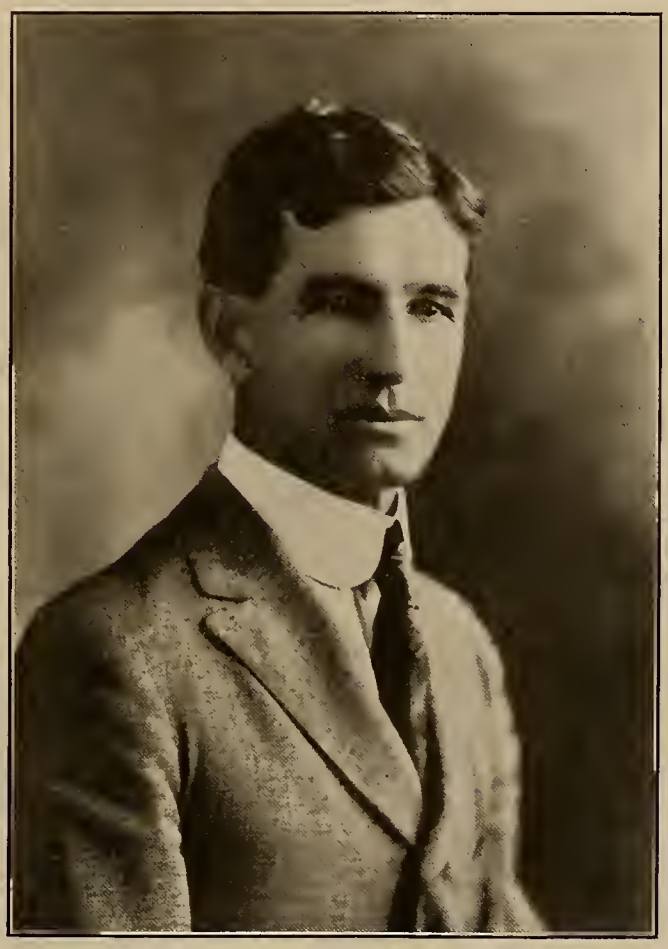
TENTH ANNUAL CALIFORNIA COUNTY LIBRARIANS' CONVENTION

Place of Meeting: Room 107, State Capitol, Sacramento.

Saturday, February 8, 10-11, 1919.

Joint Meeting of County Librarians and County Home Demonstration Agents.

The convention of librarians is so closely allied to school service that teachers and Boards of Education will be interested in this brief editorial review of it. Marshall De Motte of the Board of Control, made a few appropriate remarks of welcome. Then M. J. Ferguson, the State Librarian, chairman of the convention, spoke on the development of library service in California. Mr. Ferguson is not an aggressive type of man, but is sincere and rings true on every proposition that comes up. He also gets results. The address of Mrs. Edith Charlton Salisbury of Washington, on the activities of women in the extension work of the United States Department of Agriculture was a revelation to those of us who have ceased to read bulletins. Mrs. Salisbury's story of the man who wanted a co-operative laundry because he had to do the family washing and the story of the little girl and the sunset were worth the price of admission to any show. Miss Harriet G. Eddy, who is now a home demonstration leader, spoke with great enthusiasm of her work. There were interesting talks by Essae Culver, Alice G. Whitbeck, Katherine Post Ferris on Community Center work by Sarah E. McCardle of Fresno on "Co-operation of Farm Advisor and Home Demonstration Agent." B. H. Crocheron, of U. C., delivered a very effective address on "Fundamental Purposes of Farm Bureau Work." He objected strenuously to the present High School plants, especially the average formal and useless High School auditorium. He would have shocked the High School people if they had heard him say, "Our high schools are mausoleums." He said the ideal High School should be a farm center, with county library, farm advisor, kitchen, community cooking and community interest, not only for the pupils, but for all the people. The keynote of the speeches on Saturday seemed to be "Give the people what they want, when they want it." The spirit of the missionary was not in evidence.



Milton J. Ferguson, Chairman of the California Country Librarian's Convention

Sunday afternoon an informal reception was held in the State Library at the Capitol. It was a delightful two hours of informal discussion. Miss Gillis presided in a most charming manner, and the school teachers would have enjoyed the discussion on how to get reports from school teacher custodians. Mr. Hartranft of Silver, Burdett & Co. gave, by request, a very clear and definite statement in reference to supplemental texts and changes made necessary by the adoption, or the delay of adoption, by the State. The young ladies of the library staff served delicious coffee, sandwiches, ice cream and cake. On Monday morning Miss Clara B. Dills created much interest and discussion by her presentation of "Co-operative Cataloging." Mrs. Whitbeck, Miss McCardle, Miss Barmby and Mrs. Julia Babcock gave their personal experiences on the subject. Mrs. Whitbeck touched on the psychology of books by presenting the value of the "feel" of a book. Miss Susan T. Smith gave a lot of valuable information on county library reference work. Miss Bailey and Miss Julia Steffa spoke on the same subject. Milton J. Ferguson then gave a review of legislation proposed affecting library work and insisting that the library workers should have self determination, and was keen and conservative in presenting reasons why the control of the libraries should not be placed in charge of the State Board of Education. Harr Wagner gave a brief address on the literature of California. Joseph F. Daniels spoke with great earnestness and adroitness against the committee report on certification of librarians.

Under the discussion of "High School Library Service" Mrs. Henshall gave the report of the High School Convention and Miss Holroyd, Miss Silverthorn, Miss Marion Morse, Miss Glock, Estelle De Ford and Margaret Livingston gave statements of the plan in operation.

Mrs. Julia Babcock, Miss Winfred Bigley, Miss Culver and Mrs. Whitbeck spoke on the handling of music records, pictures, and other special material.

Miss Anne Hadden and Eleanor Hitt were on the program for "War History Committee." Will C. Wood, Superintendent of

Public Instruction, gave an address on "Americanization." Miss Askey, Miss Mann, Miss Williams, Miss Alice Anderson discussed the subject from the viewpoint of the librarian. Stella Huntington and Miss Martin spoke on "Memorial Free County Library Buildings;" Miss Provines on the "Returning Soldier: What the County Free Library Can Do for Him," and Miss Herrman and Miss Hatch took part in the discussion.

It was a delight to meet at this convention one ex-County Superintendent, Miss Anna L. Williams of Modoc county, at one time Democratic candidate for Superintendent of Public Instruction. She is doing splendid service as librarian. There were very few visitors or spectators, although many of the discussions were of general interest. W. G. Hartranft and Mr. Van Deventer of Silver, Burdett & Co., Rev. Mr. Miller of the Congregational Church of Sacramento, Mr. Smith of the Library Bureau, Mr. Johnson of the C. F. Weber & Co., G. T. Chilcote of D. C. Heath & Co. and Mr. Baker of Charles Scribner & Sons were among those present.

It was certainly an interesting convention.

The librarians listened and took part in every feature of the program and have an unselfish and forward looking viewpoint as to service.

* * *

WESTERN SCHOOL NOTES

There was a conference of the Presidents of State Normals and the State Board of Education at Sacramento on January 22 to consider changes in the Normals. The plan proposed is make the Normal School Teachers' College.

Will C. Wood, E. Morris Cox and Arthur H. Chamberlain will visit the N. E. A. in Chicago, February 24 to March 1, 1919.

P. W. Hopkins, Chief Attendance Officer of Los Angeles City, was a victim of the influenza. He died on January 22. He was formerly Principal of the Vernon Parental School.

The committee appointed by the Teachers' Club of Bakersfield has reported in favor of a minimum salary of $103 for nine months. J. H. Parker, the Assistant City Superintendent, is taking an active lead for better salaries.

Miss Nora C. Walstead, Normal Field Supervisor, is visiting the rural schools of Sonoma County. Miss Gilbert, Deputy County Superintendent, accompanies her on the visits. Miss Walstead has visited the rural schools of Trinity, Mendocino and Del Norte counties.

Louis E. Plummer, the new Principal of the Fullerton Union High School, was given an ovation when he assumed the new duties. The Fullerton Union High School is one of the best school plants in the United States of its kind.

Superintendent Raymond Cree of Riverside County, proposes to create the office of Inspector of Schools for Palo Verde District in the vicinity of Blythe.

Superintendent Albee of Eureka, Cal., has inaugurated a movement for the Americanization of schools of his city.

A bill has been introduced to establish a new State Normal School at Stockton, Cal.

* * *

EDUCATORS INSPECT OAKLAND SCHOOLS

Stanley B. Wilson, new member of the State Board of Education and former Los Angeles editor, and Albert S. Olney, new Commissioner of Secondary Education and former Superintendent of Schools of Santa Barbara, have completed an inspection of Oakland's new "neighborhood school" system. Both were on an official visit. They conferred with local educators on January 27.

* * *

The several vacancies in the San Rafael Elementary Schools were filled recently by the Board of Education. The Principalship of the Fourth Street Grammar School, left vacant by the resignation of M. E. Hunt, was filled by the election of Herbert Hill Mathews. Mrs. Freda Moore Harrison was elected to the other vacancy in the Grammar School. She has recently been teaching in the Tompkins School in Oakland. The vacancy in the Short Grammar School was filled by the election of Mrs. Eugenia McCarthy Goe.

John Henry Lyons, Supervisor of Music of Fresno City, has been appointed Musical Director of the Tacoma schools.

Otis Carrington, Supervisor of Music of Redwood City, author of "The Windmills of Holland," "The Pirates of Hawaii" and "A Box of Dolls," operettes suitable for school production, was given a reception by the Sequoia Club on Wednesday evening, January 29.

Neighborhood schools is the latest innovation in Oakland School Department. Fred M. Hunter, the City Superintendent, is certainly modernizing the schools. Agnes McFeeley, head of Edwin Markham's old school, the Tompkins, is working out the plan.

Carl C. Cassingham, formerly an instructor at the Morgan Hill High School, has been appointed to the faculty of the Sequoia Union High School in Redwood City, to succeed Lewis E. Adams, who recently was elected Principal of the South San Francisco schools.

* * *

At a meeting of the executives of the California Teachers' Association, central section, January 25, it was decided to postpone the annual Teachers' Institute until fall, when a joint institute will be held in Fresno for three days. The date is set for Thanksgiving week.

It is the plan to break away, if possible, from the old idea of inspirational institutes and instead devote the time to talks on specific educational problems which teachers will work on before the institute, and to have a strictly unified program, which will show, practically, actual problems of the schools of the San Joaquin Valley.

The committee sent a telegram of congratulation to A. C. Olney, formerly a teacher of Fresno, on his appointment to the Commissionship of Secondary Schools of California.

The following attended the meeting: J. O. Cross, Fresno; A. M. Simons, Visalia; M. D. Richmond, Hanford; Craig Cunningham, Madera; Clarence Edwards, Fresno; Robert Teall, Madera; J. S. Graham, Lemoore; F. H. Boren, Lindsay, and E. W. Lindsay, Fresno.

* * *

John Dewey of Columbia University, New York, has sailed for Tokyo, Japan, to take up his duties as exchange professor with the University of Tokyo.

William R. Lane, the popular Depu Superintendent of Contra Costa, died early in January from the effects of the "flu. He was thirty years of age, a graduate Chico State Normal and a fine personal

* * *

Fresno State Normal School offers two types of extension work for the teachers of the San Joaquin Valley, acocrding to a recent announcement by President C. L. McLane. The first form is that of having regular classes at the Normal School on Saturday, and organized classes of ten or more in any local community. It was also announced that others than teachers may avail themselves of the classes.

President McLane said that as soo registration is completed, the final of classes will be made, and the reg notified as to the hour at which the will meet on Saturday.

Following is the notice issued b executive committee of the Fresno State Normal School Faculty, with the list of lectures:

Notice to Teachers

"To the Teachers of the San Joaquin Valley:

"It is our desire to make the Fresno State Normal School of service to the teachers of this section in the fullest and most practical manner. The increasing emphasis upon such subjects as physical education, agriculture, domestic arts and manual training has recently brought frequent requests for such service. To meet these and similar educational needs, the Normal School will offer extension courses. These are designed primarily to furnish opportunity to three classes of teachers: First, those who find themselves called upon to teach special work for which they do not feel themselves adequately prepared; second, those who wish to keep abreast of modern progress in their regular lines of work, and, third, those who wish to prepare for a more responsible position or higher certificate than they now hold.

"Beginning February 1, instruction will be given at the Normal School each Saturday forenoon in all subjects listed below for which six or more persons apply. Extension work will also be given once each week at any center outside of Fresno where there are ten or more applicants for the same courses. There will be no expense beyond the $1 registration fee required of all Normal students, except that in laboratory or shop courses each person will pay for his own material. Credit given will be proportionate to the work covered.

"If you wish to enroll for any of these courses will you please check below the ones desired and mail this sheet to the Nor-

mal School? Not more than two courses should be attempted at once. Second choices should also be indicated in checking to apply in case an insufficient number ask for one of your first choices."

* * *

The candidate who was elected Superintendent of Schools for Mono County last November did not want the office and failed to qualify. This unusual attitude on the part of a successful aspirant has been reported to State Superintendent Wood, who was notified at the same time of the election of Miss Mildred M. Gregory of Bodie to fill the vacancy, the appointment being made by the Board of Supervisors.

Miss Sloltz of the Visalia High School has sailed to Brazil to take a position of teacher in domestic science in the College Napal.

R. M. Sisk of Chico, recently appointed Supervising Deputy of Schools, has tendered his resignation to the Board of County School Trustees. The neglect of the charter to provide for the payment of expenses incurred in visiting schools was assigned as the reason for the resignation. The office carries a salary of $1500 a year.

Tremayne, formerly a teacher in the Grammar Schools, and now with the Th[illegible]-first Division overseas, has been [illegible]oned for his remarkable courage and h[illegible]ry during the closing battles of the [illegible] Tremayne entered the service in October, 1917. The townfolks are certainly proud of him and all our boys.

The Central Section of the California State Teachers' Association will very likely hold its next session in San Jose, according to tentative plans that are under consideration. E. E. Brownell, Superintendent of the Gilroy Schools, is President of the Association. Mr. Brownell and Miss Agnes E. Howe, County Superintendent of Schools, are heartily in favor of holding the Association in San Jose. Miss Howe suggests that the conference be held in connection with the meeting of the Social Service League, which is to be held here during the spring, the date to be fixed later. The Bay Section of the Teachers' Association holds its meeting during Easter week, and Mr. Brownell said that it had been suggested that the meeting of the Central Section be held the week following. The Central Section, of which Santa Clara County is a part, includes the counties of San Benito, Santa Cruz and Monterey.

Dr. Edward T. Pierce, noted educator, died at his home in Sierra Madre January 30, after a long illness. He was sixty-eight years old. Dr. Pierce was President of the State Normal School at Chico from 1889 to 1893 and held the Presidency of the State Normal School at Los Angeles from 1893 to 1904. Dr. Pierce was born in Meredith, N. Y., and was a graduate of the New York State Normal School. He was one of the New York trio of educational leaders in the early nineties, consisting of C. H. Keyes of Throop University and W. W. Seamen, County Superintendent of Los Angeles.

Hugh J. Baldwin, President of the California Humane Society, ex-Superintendent of San Diego County, ex-Member of the Legislature, ex-Principal of the Coronado Schools and xxx good fellow, has called the convention of the Humane Societies at Sacramento during the session of the Legislature in March.

Prof. H. N. Caldwell of Fowler has had to take a year's leave of absence on account of his serious illness. This is a small district, but the Trustees did an unusual act of kindness, in that the district continued his salary during the entire year when he was too ill to perform the duties of his position.

Principal Guy D. Smith of the San Leandro Public Schools has resigned to engage in farming in the Sacramento Valley. Vice-Principal C. A. Harwell will succeed Mr. Smith as Principal and Mrs. C. Lynch will succeed Mr. Harwell as Vice-Principal of the Lincoln School.

Paul Stewart, Principal of the Santa Barbara High School, has been elected City Superintendent of the Santa Barbara Schools to succeed A. C. Olney. Superintendent Stewart has taken special work at Stanford and has a fine record as Principal in the Pasadena Schools.

H. O. Williams, Principal of the Sacramento High School, will do educational work for the Y. M. C. A. with the Army of Occupation in Germany.

Jerome O. Cross, Superintendent of Schools, Fresno, has received an invitation to attend a conference of specialists in industrial education which is to be held on February 19 at St. Louis, for the main purpose of discussing the Army trade test. About a hundred educators will attend the conference.

* * *

COUNTY LIBRARY'S SPLENDID SERVICE

There are now twenty-two districts which have come in under the provisions of the County Library act. These districts, without exception, are highly pleased with the service rendered under the able supervision of Miss Mary Barmby, the County Librarian. During the coming year we hope to see the remaining districts avail themselves of this privilege. It is a great boon to all the schools, particularly those remote from the centers of population, and whose funds in consequence are small.

The Teachers' Professional Library has been indexed and catalogued and placed under the charge of the County Librarian. All teachers in the county are invited to make use of this means for self-improvement.—D. E. Martin, Assistant Superintendent of Schools, in Oakland Enquirer, January 29.

* * *

Mr. and Mrs. Van Nostrand of the Milton Bradley Company of 20 Second street have gone East on a combined business and pleasure trip. Mr. Van Nostrand, by fair and upright dealing, has built up a large business on the Pacific Coast, and he has made the Milton Bradley name stand for service for teachers and schools.

Selden C. Smith, Pacific Coast Manager of Ginn & Co. and a member of the firm or association, has gone to Boston to attend a meeting of the directors and representatives of his company. Mr. Smith is a temperamental bookman and will be missed by his associates during his absence. From "Who Is Who" we learn that he was born in New Hampshire and, therefore, has all the business shrewdness and thrift of the Yankee, but he has the hospitality and genial nature of a Southerner and the breezy, good-fellowship of the Westerner —a poet by nature, a bookman by environment and a business-getter by necessity; a rare temperamental combination that will admit him to membership in Chauncey M'Govern's Beaux Arts Club at Montara by the Ocean.

* * *

An emergency course of study for the eight grades of the rural schools of the county has been arranged by the County Board of Education of Sonoma County. This was made necessary by the prolonged vacation the past few months. The less important subjects will be shortened and more time given to the more important ones.

Training for Authorship

How to write, what to write, and where to sell.

Cultivate your mind. Develop your literary gifts. Master the art of self-expression. Make your spare time profitable. Turn your ideas into dollars.

Courses in Short-Story Writing, Versification, Journalism, Play Writing, Photoplay Writing, etc., taught personally by Dr. J. Berg Esenwein, for many years editor of Lippincott's Magazine, and a staff of literary experts. Constructive criticism. Frank, honest, helpful advice. *Real teaching.*

Dr. Esenwein

One pupil has received over $5,000 for stories and articles written mostly in spare time—"play work," he calls it. Another pupil received over $1,000 before completing her first course. Another, a busy wife and mother, is averaging over $75 a week from photoplay writing alone.

There is no other institution or agency doing so much for writers, young or old. The universities recognize this, for over one hundred members of the English faculties of higher institutions are studying in our Literary Department. The editors recognize it, for they are constantly recommending our courses.

We publish *The Writer's Library.* We also publish *The Writer's Monthly,* especially valuable for its full reports of the literary market. Besides our teaching service, we offer a manuscript criticism service.

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Grade Teachers' Clubs

By Selina Burston

DO RIGHT

Do right though pain and anguish be thy lot:
Thy heart will cheer thee when the pain's forgot.
Do wrong for pleasure's sake, then count thy gains;
The pleasure soon departs, the sin remains.
—Bishop Shuttleworth.

* * *

THE SABBATICAL YEAR

Grace Hillyard, President of Grade Teachers' Organization

Read at a Meeting of Berkeley Grade Teachers

A few weeks ago a talk was given before the Berkeley teachers in which the statistics were brought forth to show that after a period of six years' teaching experience a teacher does not advance in efficiency without further training, preparation or travel. In other words, the public may come up to the window of public education asking the question, "Information given out here?" to receive the reply, "It has."

In the meeting referred to above the question was asked of the speaker, Mr. Will C. Wood, "Admitting that the teacher does not progress by further experience after six years, would not the logical solution then be the Sabbatical year?" Mr. Wood agreed that it undoubtedly was the solution, but said that there was not at present a State law which makes it practically possible.

A step has already been taken in this direction by the University of California, but not, of course, to the extent of the need by any means. However, taxpayers and the public in general are not shocked at the idea that a professor should have one year in every seven for travel, study and relaxation. No argument has ever been brought against it except that of the lack of money.

While the public is not so well prepared for such an innovation for the High School teacher, much less for the Grammar School teacher, there is no reason why we should not take our public for granted as capable of realizing what this would mean in the efficiency of the schools. I am proceeding on the assumption that those who are here admit at once the necessity of the Sabbatical year, as we admit the necessity of the cutting in half of the number of children in our classrooms, of the necessity of increase in salaries by such a sum as would be visible to the naked eye.

We are safe to assume that the taxpayer and the public admit the need of these alleviated conditions for teachers, as they do for all the people who do the work of the world.

The only question that requires consideration then is, How are we to get the Sabbatical year? By whose efforts and by what means?

The person whose specific work it is to put forward definite plans for the Sabbatical year, and to work until they are realized, is the classroom teacher herself. The reason why she does not is probably the same reason why other professions are said never to have been responsible for their own progress. Physicians are said to have never identified themselves as a class with the efforts to do away with slum conditions and the poverty which are the causes of the diseases they are so clever in diagnosing. Lawyers as a class are not notorious for the use of their knowledge of the law to remove legal obstructions and advance the development of real justice in the courts, and so on down the list ad libitum.

So we are not surprised, and perhaps the criticism is deserved, that the teacher is accused of taking no professional interest in the progress of the vital problems in education. This meeting today would be crowded to the doors if we did realize what we or what somebody has to do to bring daylight and life into the profession of teaching.

As a class we like to be considered unselfish. We are afraid to ask or demand anything that will be of any benefit to ourselves. We feel that we must always say, "for the sake of the youngster," not realizing that teacher and pupil sink or swim together, that what she does for her own benefit is just as truly for his benefit as if she did it for him directly. She has placed herself in the position of the husband of whom his wife said, "Sometimes I think my husband is the dearest, kindest, gentlest, most unselfish man in the world, and then sometimes I wonder if it is only laziness."

In Berkeley this year a committee made an investigation of the status of the Sabbatical year in the cities in which it has been tried in the elementary schools. In every case most favorable comments were gleaned upon it. These cities—notably, Boston, Cambridge, Mass., Newton and Brookline, Mass., Rochester, N. Y., and New Rochelle—pay the teacher approximately half her ordinary salary when she is away on Sabbatical leave. Naturally, the committee did not dream of suggesting full pay for the teacher on leave, and it may be some time before the half-pay plan is achieved, since it is already twenty years since the plan was first put into operation and since it has seen so little progress in that time.

The basis of the failure of all the benefits which all agree are fundamental to any progress in education rests upon the lack of money. We are afraid to ask for the Sabbatical year, for adequate salaries, for fewer children in our classes and more teachers and more facilities because we know there is no money at the disposal of the School Boards.

There never will be enough money at the disposal of the School Board to bring into effective practice any of the progressive demands of teachers or the educators who continually tell us what we need until these demands are backed up with the shifting of taxation from the back of those who have little or nothing to pay upon the backs of those who have it to pay. Local systems of taxation can never give us anything but wretched schools, poorly-paid teachers of crowded classes, in subjects droned out of books. The Sabbatical year and all the rest of it will wait until we tap the sources of National wealth which pour into Wall street—Federal money.

The other day Mr. Wood quoted figures to show that the United States had spent on the war, in one year, a sum equaling that which it had spent on education—colleges, secondary and elementary schools all included—since the Declaration of Independence. And yet to secure money for any educational or social benefit has always meant a tremendous struggle. The answer always is, "It costs too much."

If a few millions had been spent by the warring governments during the years preceding the war upon such things as Sabbatical leave for teachers and exchange teachers, President Wilson might not have so many questions to settle today.

But these millions in which this Government is so rich must be reached for in the same way in which they are reached for by our present great National necessity, the war, and the problems resulting from it. The money cannot be got piecemeal, in dribs, through taxation of poverty-stricken counties and through individual communities. The present effort to increase State taxation for education is a step in the right direction. The next step is toward Federal money. Only through Federal taxation for education shall we ever be able to teach the great resources controlled by such financial organizations as the railroads, the steel, oil and food trusts. All the States contribute to this limitless wealth. Let us have some of it for the Sabbatical year.

* * *

CALIFORNIA FEDERATION OF SCHOOL WOMEN'S CLUBS

Margaret Burke, Pres. Elsie Northrup, Sec.

OAKLAND SCHOOL WOMEN'S CLUB

Despite many interruptions occasioned by the epidemic, the Oakland School Women's Club is showing great activity under the able leadership of its president, Miss Lulu Shelton, and its secretary, Miss Margaret Wale.

The club is interested in the work of Americanization, which is being developed in the Oakland School Department. Its first undertaking in this direction was the day nursery, established last year. As the work has increased the School Women's Club and the Federated Parent-Teachers' Association have combined and are assisting in the maintenance of the demonstration cottages which have been built at the Lazear, Prescott and Tompkins schools for the instruction of foreign women in American customs. The School Women's Club has contributed $10 toward the art furnishings of the cottages. Miss Anna Keefe is chairman of the committee.

The club is endeavoring to make the way pleasant for new teachers in the Oakland School Department. The Housing Committee, of which Miss Nellie Jacobson is chairman, sends to every newly-elected teacher a letter of welcome, with a short list of good hotels, apartment houses and restaurants. Then it was discovered that many of these teachers had no home in which to spend Christmas day. The Housing Committee gave their names and the club arranged that they be entertained at the homes of other teachers. The plan

Coddington Teachers Agency

(New Name Adopted September 1, 1918)

¶ Mr. R. W. Coddington and Mrs. Mary L. Coddington established a Teachers' Agency in Los Angeles, January 1, 1907. They are still proprietors and managers of this Teachers' Agency.

¶ Since September 1st, 1918, however, a new name has been in use—Coddington Teachers' Agency—under which title their former policies will be continued.

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¶ Patrons and friends will please note that the Los Angeles office address is not changed—533 Citizen's National Bank Building—nor is there any change in the Telephone—14531—in use twelve years.

¶ Mr. and Mrs. Coddington announce the opening of

BERKELEY OFFICES

in charge of Mr. Percy R. Davis and Mrs. Herta C. Davis, in the Berkeley Bank Building. The telephone number is Berkeley 350.

¶ Complete sets of credentials are on file in the Los Angeles office and are available for the new branch. Personal acquaintance with these teachers, and with California requirements and conditions makes it possible to render valuable service to schools in need of teachers.

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Coddington Teachers Agency

(New Name Adopted September 1, 1918)

proved so successful that it will be repeated this year on Thanksgiving as well as on Christmas day.

All women teachers are urged to attend the luncheon which will be given under the auspices of the Grade Teachers' Association on the second day of Institute.

Mr. William John Cooper, president of the Bay Section of the Grade Teachers' Association, has given the association permission to use this half day. Oakland School Women's Club will be the hostess club on this occasion. An excellent program is assured.

* * *

With the hearty co-operation of Superintendent Charles C. Hughes a committee issued a call, April 2, 1918, for the purpose of forming a league composed of members of the department for war work.

The object of the league was to organize as far as possible the war energies of the teachers in order to prevent duplication and dissipation of effort and to assist all the official Governmental organizations which needed such help as teachers could give.

The idea met with instant approval and the organization of "Sacramento Teachers' War Service League," with a membership of 400, was the result.

The officers consisted of a president, vice-president, a secretary-treasurer and two directors, who form the executive of the league.

It was the duty of the executive to tender the services of the league to the local Liberty Loan, Thrift Stamp Committee, Food Administration, Exemption Boards, Council of Defense, Red Cross, and any other organization which had for its purpose the rendering of assistance to the Government of the United States in the successful prosecution of the war.

The first work of the executive was to acquaint itself with the kind of service which the members could best give, to apportion the duties according to their ability and to see that the work was done to the satisfaction of the organization receiving the service; at the same time it was the duty of the members to notify the executive as to the particular kind of service they were willing to give.

The league was a factor in the Third Liberty Loan drive. With the president as commander and twenty-two lieutenants from the membership, the entire school department was canvassed with most gratifying result. The same group took part in the Fourth Liberty Loan and finished with 100 per cent subscription.

A captain in each building took care of the Red Cross and the War Chest Activity pledges, receiving and collecting for the same.

When space in the daily papers was not available this organization was a medium of publicity.

Two Saturdays were given up to selling War Saving Stamps, with most flattering returns.

Many members worked afternoons and evenings at the Red Cross room, either on garments or surgical dressings, in addition to knitting.

For the purpose of assisting the various Exemption Boards with the clerical work, an able director divided the membership into units of seventeen, with a captain. When a call came for assistance a captain was notified, who in turn responded wtih her unit and completed the work.

Sometimes it was necessary to call a number of units. This method prevented calling any one too often. All this clerical work was done after school hours and on Saturday.

Nor were the duties of this league at an end with the signing of the armistice, for just at this time the epidemic of influenza was raging. The schools were closed and the call for help was very urgent. Many members went into the homes to nurse and care for the sick. Under the direction of a supervisor others cooked and distributed food to families where all were stricken. Still others wtre busy in the emergency hospitals.

Our motto was, "Do your best," and the result was greater than the expectation. As a matter of fact, it would be far easier to name what they did not do rather than what was accomplished by this modest, but totally unselfish, body of workers.

ELLA G. M'CLEERY,
President.
MARY A. BRADFORD,
Secretary.

* * *

THE EQUALIZATION OF SALARIES

Those who believe in a republic are greatly alarmed at the trend of legislation, not only in California, but in the National capitol. The Hoke Smith bill is nationalization all right, but the principal provision is to pay large salaries to those at the top, and low salaries to those at the bottom.

The greatest menace to republican institutions today is unequal salaries. At the University of California the instructors are getting less than fifteen hundred dollars per year, and the president ten times as much.

Now that State laws make minimum wage, there must be a reasonable limit to the maximum. We would like to see every superintendent, every president of a normal school, college or university, every principal of high school, get a larger salary than he is now getting. We are simply stating a principle, that unless there is an equalization of salaries, there will be a revolution. Our graded pension system, that gave Mr. Hyatt, who held the highest educational office in the State, only $500 per year, the same as given the teacher of a country school—no more, no less—is one of the best examples of republican government in existence. The Carnegie pension, which retires President Wheeler on a much larger salary than the average professor ever thought of receiving, is not conducive to quieting the present unrest against our social order.

It is unfortunate, indeed, that when our President is emphasizing that this is the day of the government of the plain people, that our laws in the making are more autocratic, beauercratic and tend to create class distinction—first, a governing class; second, a paternal class; and third, the middleman a tax-paying class.

Palo Alto New Union High School Buildings; Walter H. Nichols, Principal

THE PALO ALTO UNION HIGH SCHOOL

W. M. Culp

Ashen-gray walls, bright red tiles, steep roofs, a low Campanile tower, oak trees, a patio faced with arches, a crescent-shaped driveway, a single oak tree in the courtyard, all in a green expanse of foot-high grass, is the distinct and pleasing sensation given to one approaching the new Palo Alto Union High School.

Inside are long corridors with dark floors, built-in lockers of dull gray, sunlit classrooms opening upon the courtyard and the green campus outside; laboratories for the sciences, a wing given to manual training, another given to physics, botany and general science, with rooms devoted to business courses in between; a domestic science room most immaculate, a huge auditorium as yet unfinished; neat business offices for the officials and a library.

The library has a sense of vastness and yet it is not so large. Built high with arching wooden beams, with a great window toward the west, it holds the idea of quietness. On the north side is a fireplace with creamy tiles and curving pillars. Shelves of books hedge the walls, oak tables and chairs cover the floor, and in the long, high room the students are wonderfully quiet. A feeling of the greatness of space and the mightiness of books comes upon one who enters the room. Quietness, studiousness, seriousness of purpose are the qualities that such a room inspire, and it is bound to color the whole life of the school.

Outside are newly-made roads of crushed grey granite, winding in from the State highway, arush with its constant stream of motor cars. To the west lie the trees of the Stanford campus—tall and dark—out of which at intervals comes the sounds of the chimes. And the calmness and the newness and the beauty of the place will make it a great secondary school by a great university.

A Beautiful Interior

These are impressions. Here are the facts:

For the past six years a Union High School for Mayfield, Stanford and Palto Alto has been advocated.

Mr. Walter H. Nichols, Superintendent of the Palo Alto Schools; Reverend Walter Hays of Palo Alto, Professor Sidney D. Townley of Stanford, Professor Ellwood D. Cubberley of Stanford and Mrs. Adelaide M. Coburn of Mayfield have been among the most active workers for the new Union District.

Through the co-operative educational statesmanship of President Wilbur, the Stanford University Trustees and taxpayers of Mayfield, Stanford and Palo Alto a Union District was formed and a $200,000 bond election was carried in January, 1917.

The Stanford Trustees leased to the High School District thirty acres of ground for the site, at a nominal rental of $1 per acre per annum, for a period of ninety-nine years.

The general outline of the building is that of Spanish architecture. The Mayfield entrance of the building is made very attractive by the brick court and the tower rising at the left. Directly inside the door are the business offices and the offices of the faculty and student body commissioners.

At the left of the entrance is the library, which Mr. Nichols believes will be the heart and soul of the school. A huge fireplace on one side gives atmosphere to the entire room. Files of late magazines are on either side of the door. A built in trophy case shows some of the school spirit. The room is the privileged study hall and is used for Parent-Teacher and Board meetings.

The Auditorium, as yet unfinished, is used for assemblies. Assemblies are also to be held in the open court or in the library. Adjoining the Auditorium is an outdoor court, which is used for girls' physical culture work. The Assembly Hall is connected with the main wing by a cloister around an open-air study court.

In the southeast wing is the Industrial Training Department, in which school furniture at the present time is being made. The shop has all necessary appliances to make it a perfect and efficient department. Mr. Bert C. Moody has charge of this department.

Between the Assembly Hall and Industrial Shop is the Domestic Science Department. The lunch counter makes it possible for students in the hall outside to be served directly from the kitchen. The desks are skillfully devised, having disappearing seats. There are electrical and gas fixtures for cooking. Plenty of room for supplies is to be had in the spacious pantry and closet. A pretty dining-room, opening on the inner court, is one of the most pleasing features of the department. In the sewing room are convenient lockers for the students and larger ones for materials. Miss Stella Johnson, who has charge of this department, is most satisfitd in the arrangements for doing thorough work.

On the south side of the study court is the Commercial Department. The partitions are of glass, so that the typists can be seen and not heard.

Science laboratories occupy the entire southwest wing. Chemsitry and physics have separate laboratories, while another is devoted to the minor sciences. Mr. R. J. Jungermann, teacher of biology and general science, in his laboratory has many built-in devices. He has a special propogating room on one side of the laboratory and also a neat storeroom for his cases of insects and biological specimens.

The entire second floor is given to classrooms. The blackboards are of real slate. A classroom upstairs has a stage for music and English classes.

The whole school, with the exception of the Industrial Department, is ventilated by forcing cool air through the rooms in summer and warm air in winter. The Industrial Department is heated separately by steam radiators.

When one talks over the school with Mr. Nichols one grows enthusiastic with him over the possibilities and problems that he hopes to solve. Mr. Nichols has been in the teaching field a long time and his understanding and sympathy for the child has placed him in the foreground among educators. Sympathy and big-heartedness are two characteristics that are bound to win anywhere.

To Mr. Nichols the central idea of the new building is embodied in the library. To him books remain the master-tool of educational processes — all pseudo-vocational, moving-picture theories of education, notwithstanding. I quote from Mr. Nichols:

"Literature must still be sensed from the printed page. History teaching without books is a profanity. Languages are the very stuff books are made of. No genuine knowledge, even of mathematics, comes to a pupil unless he at least senses the fact that there is a literature of the abstract and applied sciences of measurements. Books are themselves visual education. Their very backs challenge the alert student, while the moving picture and the traveling exhibit themselves are almost inert apart from explanatory books. Exact science is poverty-stricken without its master interpreters and seers whose names stand out from the library shelves. In the library are gathered the ideals of all time and of all men, and even a dullard must be quickened into some sort of vision of life by the very fact of sitting quietly surrounded by books. In the full faith that the library may be made the wellspring of ideality in the lives of High School pupils, the Trustees have set their seal on the special central room."

According to Mr. Nichols, the High School Trustees have built for the future. The expensive installation of laboratories has been accomplished, and, with the addition of comparatively inexpensive classrooms already sketched on the ground plans, they may be made to serve an enrollment of from 1000 to 1500 pupils. Offices, classrooms, departments are all planned for easy expansion as need develops, without marring the architectural effect of the buildings as a whole.

A High School which faces squarely the task of educating a democracy is Mr. Nichols' ideal. And we believe in the happy environs he will go a great ways in accomplishing this ideal.

* * *

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

The industrial and economic unrest that is sweeping the country at the present time is being strongly felt in the educational field. The men and women of the teaching force feel that the present world unrest must find a solution in the work of the educationalists.

The present system has not brought satisfaction. The attempt to turn out a thousand children from a school to fit a thousand different occupations has not been met and appears a hopeless task to strive to realize. In the small that is what the world demands of the schools.

Equality of opportunity and equality of educational preparedness to meet that opportunity has not been secured by vast numbers of children whose parents have not the means of subsistence to send them to school.

The present plan of the State reorganization of schools and the compulsory industrial education of children up to eighteen years of age is a plan to combat the spread of anarchial teachings.

The present teaching of industrial subjects in our schools today is admitted a farce by school men up and down the State. They say that you might as well throw out all of the courses for all the good they are doing. Some even go so far as to advocate the return of the apprentice system.

If compulsory industrial education comes and the child is supported by the State up to eighteen years of age, if he has no other means of support, it naturally follows that the State is not going to turn that child out of school without placing him into a position.

What the unions would say to such a plan is problematical.

Who are to be industrially trained is another question. Such a plan naturally affects the children of poor people who are early forced into the labor field.

The plan in its long ramblings will lead to the education of a social working strata. In other words, higher educational opportunity will go with wealth. The great question is whether such a plan will lead to more thorough democrazation, or to a more thorough stratification of American society like to that of European countries.

In one way it stifles individual striving; in another it forces fitness for productive labor onto a vast number. The main question lies in its final result as to who are to receive the returns for such an investment—the State or the employing interests.

Miss Mabel Coulter, County Librarian of San Benito County, has the record of having every Grammar School in the county under the library system. There are thirty-three schools under her supervision. Miss Coulter, Superintendent Cagney and the school teachers are co-operating most heartily. Miss Coulter is most eager to serve the wishes of the teachers and the teachers feel that they are obtaining what they want, when they want it.

From the very first the County Library has won the support of every one.

Superintendent Cagney of San Benito County called the teachers of the county together February 8 to discuss questions relating to the course of study for the remainder of the year. The epidemic had kept the schools closed for so long that it was decided to emphasize only arithmetic, grammar, history, geography and spelling.

Mr. G. E. Anderson, formerly Deputy State Superintendent in Nevada, is now Principal of the Hollister Grammar School.

The Trustees of the Hollister Grammar School and Mr. Anderson have under consideration plans for the erection of a new $100,000 Grammar School. Prospects are very encouraging for the carrying through of the project.

Mr. Byron W. Case, who handled manual training and athletics in Winter's High School last year, is now Principal of the Watsonville Grammar School.

Watsonville High School is placing much emphasis on military training. It was in the school before the United States entered the war. The boys buy their own suits and Mr. T. S. MacQuiddy, the Principal,, thinks that uniforms are more economical than civilian clothes. The military has under consideration the Federalization of High School cadets.

Mr. W. H. Hughes has been elected to the Principalship at Antioch. Mr. F. E. Howard, who held the place, has accepted a position at the Whittier Reform School.

Mr. Hughes was formerly a Professor of Psychology at Pomona College. During the war for a while he was Social and Educational Director for the Y. M. C. A. at Camp Fremont. From there he entered the Artillery School at Camp Taylor.

Mr. Guy Smith, who has held the Principalship of the San Leandro Schools for the last eight years, has relinquished the position to take up ranching. He goes in as a partner on a one hundred acre ranch at Orland. Alfalfa, a dairy herd and orchard in citrus fruits will keep him busy.

Mr. Smith has done a fine work in San Leandro in building up the public schools. Under his administrations two fine, new grammar schools have been erected and an excellent working force has been gathered together.

Mr. Smith has hopes of returning to educational work after his coffers have been filled through ranching. We wish him the best of luck.

Mr. C. A. Harwell, who for the last four years has acted as Assistant Superintendent to Mr. Smith of the San Leandro Schools, has taken over the Principalship.

Mr. Harwell is a graduate of the University of California, 1914. In the university he prepared himself for the teaching of Science in the High School. Since leaving college he has been interested in the administrative side of education. He enters upon his new work thoroughly prepared and acquainted with its problems. His success is assured.

Mr. A. T. Wasley is handling Manual Training and the Military Work at the Hayward High School this year. Last year he worked in Manual Training in the Madera High School.

Mr. W. A. Weslar is Principal of the High School at Crockett. For the last few years he was Principal at Goldfield, Nev.

Mr. Weslar has one of the best equipped school libraries of any school of its size in the State.

Mr. W. A. Otto, who has been teaching Forensics in the Fresno High School for the last five years, has been chosen to act as principal of the Fowler High School. We promise him the best of success.

"Johnnie" (John C.) Cook, famous quartermiler of Occidental College, has been teaching Science and Mathematics in the Kingsbury High School for the last two years.

Superintendent W. T. Helms of Richmond is confronted with the problem of caring for the many new school children. Richmond is growing very fast and the number of children have already outgrown present facilities.

Antioch School District, under the lead of Mr. M. L. Benson, District Superintendent, is undergoing an educative campaign in regard to a new Grammar School location. The desire is to obtain a ten-acre tract on the edge of town and to erect a $150,000 building on it. Mr. Benson's idea is to make the school the community center. There is great likelihood of the successful outcome of the movement.

Mr. E. A. Palmer, Principal of the Concord Grammar School, is also attempting to get interest aroused in a large Union Grammar School. There are a number of small districts near Concord that could be assimilated very easily.

This last influenza epidemic hit the Grammar School children of Concord quite hard.

Pittsburg has increased in population by leaps and bounds in the last two years. At present blocks of new houses are being erected. Over 500 children are in the schools. Two fine, new school buildings house the pupils. Mr. F. S. Ramsdell, the Supervising Principal, has twenty-six teachers under him.

Walnut Creek has an excellent Grammar School building located on a hill overlooking the San Ramon Valley. Mrs. Mary B. Garside, the Principal, has an able corps of assistants in Misses Nellie Chappel, Jennette Neilsen and Eva Walker.

Miss Lydia C. Hey of Danville Grammar School has a lively bunch of youngsters and is making a great success of her work.

Mr. Maurice H. Rowell, for several years Principal of the Sonoma High School, is now the Principal at Martinez.

Contra Costa County boasts two women Principals in Miss Bertha Romaine of Concord and Mrs. E. V. Galvin of Danville.

The Mt. Diablo Union High School at Concord under Miss Bertha Romaine has put in extensive improvements this year in an addition of an auditorium to the present building.

A Tractor School has been held at King City High School from January 27 to February 15. Some thirty-six students were enrolled. Many came as far as thirty to forty miles to attend the course. The course is given under the direction of the University Extension Department. Part of the expense is borne by the High School and the rest by the State.

(Continued on Page 14)

Southern California Section

Under Direction of
HERBERT F. CLARK
Teacher of History
Sentous Street Intermediate School
Los Angeles, Cal.

Editorial

A UNITED STATES OF THE WORLD VS. A LEAGUE OF NATIONS

Herbert F. Clark, Teacher of History, Los Angeles

The "Outlook" of New York in its issue of December 4, discussing the question whether it is best to have a United States of the World or a League of Nations to meet the present exigency, makes this interesting comment: "Discredit has been thrown upon those who advocate a League of Nations by dreamers who wish to abolish Nationalism by substituting Internationalism; who wish to organize the world by creating a Republic of Nations." And toward the close of the discussion further says: "But in this article all we attempt to do is to indicate to skeptics that it is possible to promote a League of Nations without abolishing Nationalism."

Under the present circumstances we are glad to be called "dreamers" and "skeptics," for we feel that the events of history clearly indicate that the nations of the world must be united into some definite binding bond of unity, rather than in a loose confederation of some sort that will leave any one or a group of nations to consider such an agreement to be a mere "scrap of paper."

In the first place, no one can doubt that the present crisis has clearly taught us that the world as a whole is a social unity composed of human beings having common attributes and common aims; that what the "Outlook" says in another article in the same issue is true that "When Our Boys Come Marching Home" "They will have learned the meaning of brotherhood. To Americans who have fought by the side of Italians, the Italian can never be a Dago. To Englishmen who have fought by the side of Frenchmen, the Frenchmen can never be Johnny Capreau; to Anglo-Saxons who have fought by the side of East Indians, the East Indian can never be a barbarian. On the battlefield the walls of class, of race, of creed have been battered down. The prejudices have been dissolved in the atmosphere of a common service." It must be granted then that the human race is of one flesh and one blood and that the time has come when this recognition should be put into some definite form for its preservation and further development. In other words, Internationalism has come to have a claim over Nationalism in almost the same sense that in our own country in colonial times the unity of the colonies came to have a claim over the individual colonies, and later, in the Civil War, National interests claimed the ascendancy over sectional interests.

The improved means of communication and transportation have brought the world into a vital unity of interest, and the improved means of warfare have shown the tremendous penalty for not recognizing this fact.

Furthermore, there have been numerous Leagues of Nations in the history of the world and all to no avail so far as preventing this recent holocaust.

It must be that the general reading public forgets the Holy Alliances—three in number—the Quadruple Alliance, the Hague Peace Conference, and how futile these attempts at preserving peace have been, and what "mere scraps of paper" their proceedings have become. For, indeed, all we need now is for the victorious nations to get together and come to some agreement whereby they can retain the friendly relationships that have been made in this fiery trial, agree never to fight among themselves and bind themselves to keep the peace of the world.

No, the time has come for a "more perfect union" of all the nations of the world, regardless of race or condition of civilization. The right to enter this Union must be left optional with each nation, but when once its constituted representatives sign the constitution, the compact becomes binding in exactly the same sense as when the colonies signed the Constitution of the United States; then and there they lost their identity as separate uints, and could not withdraw from that compact without the consent of both parties to it. From those dates to this that compact has stood, not because there haven't been recalcitrant members, for indeed there have been many, but because the police power of the larger unit thus formed—namely, the United States of America—has been strong enough to force the contrary member or members into wholesome submission and co-operation. We need not recite the trials this Nation has gone through to maintain that unity. Nor are we unmindful of the fact that other than military forces hold it together; at the same time, it is as true now as in Colonial times—in Calhoun-Jackson days—in the Sixties—that untimately the executive power of the Union rests in the United States Army and Navy. And laudable as the elements may be which the "Outlook" recommends for the binding of the sympathetic World Nations together —namely, "public opinion and economic outlawry"—we must confess that such weapons would have little effect on as hardened, self-conceited, vicious, heartless nations as Germany has proven herself to be. We must remember also that these were the arguments used to hold the Colonies together, to keep the Union intact before 1861, and neither of which proved equal to the powder and bullets of the Union forces.

Our Nation went through the preliminary stages leading up to "perfect union"—namely, Colonial independence, loose confederation under the Articles of Confederation, complete unity under the Constitution of the United States—numerous fiery trials to test that unity, and the conclusion (i. e., to date) that this is a United States, and that the police power of the United States must be kept strong enough to maintain this unity.

The Articles of Confederation were similar in character to the articles proposed by the "Outlook" for the government of a League of Nations. The Articles of Confederation provided a loose confederation of the States. They could advise but not enforce; they could create expenses but could not levy taxes to meet them; they could create an army but not maintain it, except as the Colonies saw fit to contribute. They were inadequate "to establish justice; insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity." So they were discarded and the new constitution adopted providing an executive department with full power to carry out the purposes for which the Government was established.

The world has gone through the preliminary stages leading up to the need and the time for the creation of a United States of the World which shall be as unified in its purposes and provisions for realizing them as has been the experience of the United States of America.

It was long ago discovered that no nation could live unto itself. All attempts to preserve peace and promote general welfare under loose confederations have proven futile. Certainly the sacrifices of the past four years demand a new conception of world relationship, an attempt in different form to prevent bloodshed in the future, and it is our firm conviction that the form of organization must be similar to the Government of the United States, with legislative, judicial and executive departments; with an international army and navy adequate to any possible emergency, and the optional signatures of any and all nations, with the explicit provision that when once signed, the compact becomes binding upon all parties thereto for its preservation.

In such an event there should be set aside a definite portion of territory, to be owned by this Unittd States of the World, and on it be maintained the International Government, just as the District of Columbia is the seat of the Government of the United States.

It might be well suggested that the Rhinelands become this territory. The armaments of the nations could be limited so that the problem of an international army would be easily solved. In fact, considered from a world point of view, the establishment of such a government at this time will not be so Herculean a task as was the establishment of the Government of the United States of America at that time. The world has no opposing force to hamper its deliberations in the formation of such a government as had the United States in the years from 1776 to 1800.

Nor do we need to fear, as does the "Outlook," the loss of individual national identity and characteristics in this larger conception. California is still California and has her own peculiar problems; New York is still New York and has hers, even though they both acquiesce in problems of the larger whole. Germany might still remian Germany in all her disagreeable characteristics, but if she signed the larger compact we should want her military forces reduced or an international army large enough to compel her compliance with the agreement.

After such a government is established there will be time for the development of the two conceptions of World Paternalism and National Individualism, just as in America, under President Wilson, we are drifting toward State Socialism as against

the Individualness of Theodore Roosevelt. We need not fear for some time, possibly never, such a development of Internationalism as will interfere with adequate National development. If some such conception should arise and come to realization it will be because the majority of the people of the world will demand it.

The point is, the people of the world are demanding such a union of the nations as will forestall any such conflict as they have just gone through. The means are in hand to put it in shape; the need is tremendous; let us hope that it will be such a Union as will "secure the blessings of liberty to ourselves and our posterity" forever.

* * *

PAUL W. HOPKINS—A PERSONAL APPRECIATION

In the death of Paul W. Hopkins Los Angeles, as well as the cause of education, lost a valuable school man. Paul was a young man, vigorous physically and mentally. He was brim full of energy and wholesome ambition. He scarcely knew what it meant to yield for he acknowledged no stronger force than his own indomitable will. Even the influenza had no terrors for him until it took the strangle hold and would not let go.

Paul was invaluable to the cause of education because of his devotion to it and the keenness of his intellect in analyzing situations. He could not understand how men could use such a sacred cause for personal aggrandizement and his disappointment at seeing such things take place led him to be pessimistic in his philosophy. If he entered heart and soul into a campaign to elect a Board of Education on a platform of educational betterment, and later found what he thought were sinister motives dominating their actions, he was chafed and disappointed. If he discovered State politics influencing local situations it embittered him and caused him to lose faith in his fellow man. If he saw favoritisms playing hide and seek in the city school system, he would give that ironical chuckle and exclaim to his friend, "They're all alike, they're all alike; you can't beat the game."

Thus in the last year or so of his life he came to look upon school affairs as a game to be played. If to be played, then the rules of the game must be followed; if not to be played, to be endured at the sacrifice of ideals and the cause he loved. If Paul had lived ten years longer and stayed in the work he no doubt would have reached that maturer point of view from which one sees the situation as it is, but with a devotion to the cause that leads one to endure and still hope and work for better things. As it was, Paul was looking anxiously over into other fields of service. The harness he was wearing was too small for him and his unbounded energy and ambition yearned for greater action.

It is unfortunate for the cause of education that school authorities have not yet found means of utilizing the potential energies of the rank and file of their laborers. If they could but tap these sources of power and use them for the good of the cause what an impetus would be given to education.

Paul W. Hopkins was endeared to his close associates with an affection seldom experienced among men. He was clean every whit and every inch a man.

HERBERT F. CLARK.

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NEWS ITEMS OF SOUTHERN CALIFORNIA

R. E. POLLICH

Juvenile Hall, Los Angeles

Back in the "Service"

With the signing of the armistice a number of Los Angeles City School teachers have returned and are again at work. Of the 150 or more Los Angeles teachers who left in answer to the call of their country the following have returned and have been re-assigned to their various schools: Mr. Ford M. Jack, Principal Cienega School, from service in France; Lieut. William E. McGorray, Principal Grafton Parental, from Kelley Field; H. E. Griffin, attendance officer, from the Presidio; C. W. B. Link, Principal Annandale Parental, from Ft. McArthur; Francis Dougherty, Jefferson High, from Camp Kearny; Lieut. C. E. Nihart, Lincoln High; E. H. Skinner, Polytechnic High, from Camp Kearny; William Samis, Macy Street, from Naval Reserve, and Charles Rickershauser, Polytechnic High.

Lieut. John J. Fox, formerly an attendance officer, is now with the Army of Occupation in Germany, and is expected home about July 1. Capt. Frank X. Gonlet, Principal of Sherman School, is also in Germany and writes that he hopes to be back on the job early in April.

Summer Classes

The teachers in and about Los Angeles will have unlimited opportunities to attend classes during the summer 1919-1920, as the University of Southern California plans to conduct a larger summer school this year than at any other summer since the founding of the institution. The University of California promises to send down a much larger corps of professors for summer extension work this year than ever before. Both schools will open June 30.

Attendance Back to Normal

Since the opening of schools during the latter part of January and the early part of February the epidemic of influenza has practically disappeared from the city. At the date of writing every one of the 250 city schools is operating with an attendance of over 80 per cent. In some instances principals have reported 100 per cent attendance for their buildings.

Army Training Class

The opening of an army training class in all the Los Angeles City High Schools is being considered by the Government at Washington. The course will be entirely voluntary and will substitute for gymnasium and military training. The Board of Education has been planning for some time to introduce a Reserve Officers Training Camp in the local High Schools and sent an application to Washington about a year ago. A reply is expected in the near future.

New Term

The Los Angeles City Board of Education has set February 24 as the date for the beginning of the new spring term.

School Publication No. 13

The First Year Book of the Division of Educational Research has been placed in the hands of the teachers and principals of the Los Angeles City Schools. The book is an excellent compilation of the work done during the past year and a half by Mr. Robert H. Lane, Director of the Division, and his co-workers. The publication contains an introduction by Dr. Shiels, Superintendent; eight chapters on the work and plans of the division; a summary and an appendix. The book consists of 180 pages in all.

The first chapter deals with arithmetic, the results obtained through use of the various standard tests and information and instructions for the further development of the work. Chapter 2 takes up the subject of reading, explaining the work along lines of tests and experiments as made in various schools. Chapter 3, on history, covers a good amount of the work on tests as planned and developed by a committee of teachers and principals working under the direction of the department. This chapter also deals with history drills or little "examinations," suggestive outlines of important events to be covered by the various grades and outlines on the great war as prepared and sent to the different schools at regular intervals by the division head. Chapter 4 deals with the subject of spelling and shows the conclusions reached by the Director on spelling in the Los Angeles City Schools. Chapter 5, on geography, gives the various tests and lessons prepared by a committee of teachers working with the division. This chapter contains much information of value to the teacher. Chapter 6 deals with English, but, as stated by Mr. Lane, the committee detailed to this subject was appointed so late in the year that the work attempted was necessarily limited. Chapter 7 is on the subject of departmental work in the Elementary Schools. In this chapter Mr. Lane compiles the answers on the subjects as shown by questionaires sent to some forty principals having seventh and eighth grades in their buildings. It also gives plans on departmental organizations and several daily programs successfully employed in Los Angeles Schools. Chapter 8 covers the subject of the auditorium in the Elementary School. In the appendix Mr. Lane explains the use of various standard tests, giving examples and illustrations of the same.

The book shows that the Division of Educational Research has done much in the two years of its existence to better the work done in the Elementary Schools. No small amount of credit is due Mr. Lane for the excellent quality and vast amount of work done by the division, which is only partially shown in the First Year Book.

A subject not touched in the Year Book is that of the work done in the summer schools of Los Angeles last year while under the supervision of Mr. Lane. These schools were most efficiently and economically operated; records of the work accomplished by the children were kept and filed, and it is hoped that in the near future a report will be published which will show the gains made by the pupils attending.

Teachers' Federation

Plans are under way in Los Angeles City to bring about a federation of all teachers' organizations. Tentative plans have been presented to the various organizations and it appears that in the very near future Los Angeles will possess a teachers' federation of more than 3500 members.

Tenure of Office Bill

Mr. John R. Doyle, Principal of Alvarado Parental School and president of the Los Angeles Elementary Evening School Teachers' Association, has prepared a tenure bill that has received the endorsement of each of the five teachers' organizations of Los Angeles. The bill is being introduced by Assemblyman Franklin D. Mather of Pasadena and is known as A. B. No. 689. In all there are three tenure bills before the Legislature—one by Dr. Shiels, City Superintendent; one by Mark Keppel, County Superintendent, and the one above mentioned by the teachers.

Supervisor of Modern Languages

Mr. C. A. Wheeler, president of the Los Angeles City High School Teachers' Association and Secretary of the S. C. T. A., has recently been appointed by the Board of Education as Supervisor of Modern Languages for the High Schools of Los Angeles City.

Los Angeles Man Goes to Santa Barbara

Mr. Homer Martin, head of the English Department at Jefferson High School, has been appointed to succeed Mr. Paul Stewart as Principal of the Santa Barbara High School. Mr. Stewart was recently appointed Superintendent of the Santa Barbara City Schools.

Los Angeles State Normal

Mr. Martin Darsie of the State Normal School has mapped out a course in educational measurements to be given once a week to principals and teachers wishing to familiarize themselves with this work.

Dr. Charles W. Decker
SURGEON DENTIST
Rooms 308, 309, 310, Third Floor
Phelan Building
Telephone Kearny 1630 San Francisco, Cal.

TEACHERS' ASSOCIATION OF SAN FRANCISCO

Report of Proceedings of Meeting of Governing Council

A meeting of the Governing Council of the Teachers' Association of San Francisco was held in the auditorium of the John Swett School on Wednesday, February 5, 1919.

Mr. A. Altmann, in calling the meeting to order, announced that this is the first meeting under the rulings of the new Constitution recently adopted by the teachers. These meetings were held for the purpose of receiving the report of the Committee on the revision of the Constitution, for discussing any proposed changes, and for setting the date for teachers to vote on the adoption or rejection of the proposed Constitution. Monday, January 13, 1919, was set aside as the day for voting upon the Constitution of the schools.

An election committee, of which Colonel Murphy was the chairman, met in the office of the principal of the High School of Commerce, and canvassed the returns of the election, with the following result:

For the proposed Constitution	1185
Against the proposed Constitution	10
Total votes cast	1195

Many schools sent in their returns too late to be counted by the election committee.

The chair announced the election of officers.

Miss Eliza D. Keith, of the Oriental School, in an eloquent address nominated for president Mr. A. Altmann, calling to mind the great work which had been done under his leadership in defeating School Charter Amendment No. 37. Mrs. Marjorie Stuart, of the Everett School, in seconding the nomination, paid a high tribute to the ability of Mr. Altmann.

Miss Georgia Hawkins, of the High School of Commerce, placed in nomination for vice-president the present incumbent, Miss Margaret C. Burke.

For secretary, Miss Frances A. C. Mooney was nominated by Mr. T. H. Rhodes, of the Lowell High, seconded by Mrs. Rose Stolz, of the Hearst School.

For treasurer, Mrs. Mabel A. Sykes, of the Mission Grammar, was nominated by Miss L. F. Bray.

As there were no opposing nominations, the following were announced as the officers of the association for the coming year.

President—A. Altmann, director of art in the schools of San Francisco.

Vice-President—Miss Margaret C. Burke, principal Hawthorne School.

Secretary—Miss Frances A. C. Mooney, teacher, Bryant Cosmopolitan School.

Treasurer—Mrs. Mabel A. Sykes, teacher, Mission Grammar School.

The chairman presented the report of the committee on salaries.

The standing committee on salaries, consisting of five members, had been augmented to include members of the Grade Teachers' Association, principals and evening school teachers, both elementary and high. A meeting was called for December 4, 1918, at which a tentative salary schedule was discussed, but at which no action was taken.

A second meeting was held December 6, 1918, at which the following resolutions were unanimously adopted:

"That the Board of Education be asked to increase the salaries of all elementary school teachers, including principals, vice-principals, supervisors, home economics and manual training teachers, and all elementary and high evening school teachers, sixteen and two-thirds per cent of their present salaries.

"That the salaries of principals and heads of departments of high schools be increased ten per cent of their present salaries.

"That the salaries of all other high school teachers be increased twelve and a half per cent of their present salaries.

"That a sub-committee of three, consisting of the chairman and two other members of the Salaries Committee, be appointed by the chair to present these findings to the Board of Education."

Sub-committee: A. Altmann, Mrs. M. Stuart, Miss Edna Cotrel.

This committee drafted a letter to the Board of Education, signed by them. The following answer was received:

"San Francisco, January 7, 1917.

"Miss Frances A. Mooney.

"Dear Madam: I beg to advise you that your communication of December 10, 1918, presenting conclusions of the deliberations of the committee of the Teachers' Association, held December 6, 1918, was presented at a meeting of the Board of Education held December 17, 1918, and was referred by the president to the Board of Education as a whole. The Board of Education has the matter of the increase of salaries of the teachers under consideration, but whether it can be done with the funds on hand or not until the new budget is prepared, is a question. The board will not take any definite action regarding the salaries until it considers the question in detail and from all angles.

"Respectfully yours,
(Signed) "M. R. Norris,
"Secretary Board of Education."

A meeting of the salaries committee was called for January 29, 1919, at the request of two prominent members of the Grade Teachers' Association, who stated that their organization wished to withdraw the request for a graded raise in salaries, and to ask the board for a flat rate increase of twenty dollars. After a lengthy discussion, the committee decided, by a vote of eleven to four, to stand by the graded raise, as in the communication sent to the board.

The above report of the salaries committee raised a protest from the High School Teachers' Organization and from the Evening School Teachers' Association, both of whom stand firmly for a flat rate increase of twenty dollars per teacher.

It was shown that the graded raise will call for approximately an increase of $337,116. The flat rate will call for an increase of $393,840. After a lengthy discussion, during which all sorts of compromises were suggested, it was finally decided that the governing council go on record as requesting the Board of Education to grant a twenty dollar increase of salary to each teacher in the school department.

On motion of Miss Margaret Burke, it was decided that a committee be appointed to confer with the Board of Education, to request that out of a certain surplus fund the teachers who have lost their salaries because of absence from school on account of influenza, be reimbursed in the amount deducted from their salaries.

FRANCES A. C. MOONEY,
Secretary.

* * *

TABLOID TRAVELS

I.

An early morning trip across the glittering blue sheen of San Francisco Bay, past the fortressed crags of Alcatraz Island and the big, shaggy outline of Angel Island, and then chugging onward in the narrowing turquoise strip of San Pablo Bay to the picturesque sprawl of Vallejo, was my introduction to a week's ramble in the Napa and Sonoma valleys.

Napa, into which one arrives via a trip through a steadily narrowing valley flanked by rolling green hills, is a vivid town centering around a big ivory-colored courthouse that stands against the background of a shady green square. Here, in a pleasant book-lined room, I found Miss Lena Jackson, County Superintendent of Schools. In spite of weeks' lost time due to influenza, the Napa schools reopened on Monday, February 8, fully determined to make up the loss with interest, according to Miss Jackson. Mr. Shearer, Principal of the Central Grammar School, I found in the throes of reorganizing his school program and preparing for the whirlwind term that the long influenza vacations have forced upon California schools this spring. At the Goodman Public Library the re-commencement of the efficient library service that had of necessity been somewhat disrupted by that inevitable Flu Germ was well underway.

From Napa to Calistoga is a brief trip of sheer delight, through a valley that narrows almost to a canyon between the high green crests of heavily wooded hills. Calistoga itself, a quaint little town for all the world like an illustration from Bret Harte dropped into a wooded green pocket in the hills, was, with startling incongruity, masked! Even the little picture-book road that winds across the bridge past the delightful, low-roofed, rambling old High School, erected in 1869, was not free from the occasional sacrilege of an up-to-date masked mortal, proclaiming science and modernity in the very heart of a romantic woodland countryside. In the High School I found an energetic corps of teachers, one and all as enthusiastic over the glamour of Calistoga as every sightseer, from Robert Louis Stevenson to cold-cream drummers of the present day, have been.

"It's not much changed," one teacher assured me delightedly, "from the Calistoga of Stevenson's description."

At the library that is tucked away up a staircase in the town hall, I found the librarian busy with a group of youngsters who "wanted something exciting." The circulation of Calistoga's library is growing very rapidly.

When I reached St. Helena the town was veiled in gray sheets of teeming rain that made a real impression of the place impossible. But at the Grammar School, while I dripped on the office furniture, I talked "eclectics high and low" with Mr. Gardner de Veuve, Principal thereof.

At Santa Rosa, where also a heavy rainstorm made my sojourn brief and businesslike, I found the schools getting underway after an enforced influenza vacation. Mr. DeWitt Montgomery, Principal of the High School, is full of plans for the Junior College that is rapidly developing at Santa Rosa. At the city library, a delightful gray stone building, I found Miss Barnett in charge of a big and busy organization.

At Petaluma I found the lively and energetic library corps ear deep in making out the list of new books that are to be put at the service of Petaluma citizens during the coming year. Mr. Eric Nisson, of the library committee, is taking considerable time from the demands of his poultry business to see to it that the Petaluma public gets the best books on the market.

Woodland possesses one of the prettiest Primary Schools imaginable—a miniature Mission—the cloisters, the arched doorways and the tiled roofs being reproduced in a charming little building in which the little folks find the first steps of the road of learning very pleasant.

The Holy Rosary Convent of Woodland is beautifully situated.

Miss Margaret Livingstone, Colusa County Librarian, is an enthusiastic exponent of the Californian system of close co-operation and mutual service between county libraries and schools.

Miss M. Hatch, Sutter County librarian, is rapidly developing the organization at Yuba City into an institution of increasing service to every individual in the county.

Miss Jennie Mallally, City Superintendent of Schools at Marysville, is emphatically in favor of an increasingly practical trend to the education of today.

Miss Laura Sawyer, city librarian at Chico, is making numerous additions to the Science and Children's departments of her organization.

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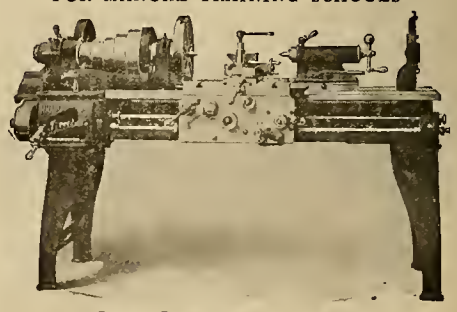
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ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, JAN. 20-25, 1919.

The regular quarterly meeting of the State Board of Education was held in Sacramento January 20-25, 1919.

Dr. Wythe, representing the United States School Garden Army, appeared before the Board regarding a bill to provide for the promotion and supervision of prevocational education in agriculture. The matter was taken under advisement.

Owing to the absence of C. S. Pixley, Chief Clerk, the duties of the office were reassigned. All business of the State Board of Education was assigned to Mrs. Florence B. Argall and all business of the Teachers' Retirement Salary Board to Miss Marion H. Ketcham.

The Board took up the consideration of candidates for Commissioner of Secondary Schools and Mr. A. C. Olney of Santa Barbara was elected to the position.

The following committees were appointed:

Committees of State Board of Education

Textbooks: Committee of the Whole.

Budget and Finance: Mr. Clarke, chairman; Mrs. Ray and Dr. Stone.

Legislation: Mrs. Ray, chairman; Mr. Wilson and Mr. Clarke.

Credentials—Life Diplomas and Accreditation: Mrs. Barnum, chairman; Mrs. Ray and Mr. Clarke.

Vocational, including Vocational Credentials: Mr. Wilson, chairman; Dr. Stone and Mrs. Ray.

Normal Schools: Mrs. Barnum, chairman; Mr. Clarke and Dr. Stone.

Physical Education: Dr. Stone, chairman; Mr. Wilson and Mrs. Barnum.

Publicity: Mr. Wilson, chairman; Dr. Stone and Mr. Clarke.

Retirement Salary Board

Retirement Claims: Dr. Stone, chairman; Mrs. Ray and Mrs. Barnum.

Investments: Mr. Wilson, chairman; Dr. Stone and Mr. Clarke.

Los Angeles Office

Mr. Clarke, Mrs. Barnum and Mr. Wilson.

On Wednesday the Board met in joint session with the State Normal School Presidents. The minutes of the meeting of the Normal School Presidents, in Sacramento, January 22, were read and the following are extracts therefrom:

Concerning the question of the attitude of the Normal School toward legislation sought by the Los Angeles Normal School for incorporating that institution into the University of California, President Dailey reported no opposition of his trustees; Presidents Burk, McLane, Phelps and Van Matre answered that they would not oppose it; Presidents Hardy and Osenbaugh reported that the Boards of Trustees of their institutions were opposed to any plan that would not accord the same opportunity for collegiate status for all of the Normal Schools.

It was moved, seconded and carried unanimously as follows:

That the Normal School Presidents record themselves as favoring general legislation that will give to each Normal School on its own initiative and application to the proper authority (as the State Board of Education) the right to grant a diploma compelling a certificate to teach in the Intermediate Schools of the State; the right to do collegiate work adapted to the betterment of teacher training in the State; that they urge such legislation as will change Section 354 of the Poiltical Code so that it will read to the effect that the State Normal Schools at (naming their locations and excepting Los Angeles) shall be known as State Teachers' Colleges.

The following committee was appointed by the Board to render any assistance that might be possible in simplifying and helping out the Normal School situation concerning legislation: C. H. Rowell, Fresno, representing the Regents of the University of California; Dr. Dailey and Mr. McLane, representing the Normal School Presidents, and Mr. Clarke and Mr. Wood, representing the State Board of Education. A meeting of this committee will be held during the March meeting of the Board.

Will C. Wood, Superintendent of Public Instruction and ex-officio Secretary of the State Board of Education, announced that he is planning to be absent for at least two weeks, beginning the 15th of February, to attend a meeting of the Department of Superintendants at Chicago. Dr. E. R. Snyder, Comimssioner of Vocational Education, was elected acting secretary of the Board during Mr. Wood's absence.

In the matter of the plan of the United States Health Service for sex hygiene instruction in the High Schools, to be given by special lecturers appointed for that purpose, with the co-operation of the State Board of Education and the State Board of Health, it was recommended that this instruction be left to the discretion of local boards and school authorities.

The prices of the new music readers and manuals were fixed as follows:

	F. O. B. Sacramento.	Postpaid.
Music Reader No. 1	$0.27	$0.33
Music Reader No. 2	.29	.35
Music Reader No. 3	.30	.38
Music Manuel No. 1	.65	.73
Music Manuel No. 2	.70	.80
Music Manual No. 3	.65	.75

The salary of the director of classes for teachers of agricultural subjects was raised to $250 per month.

The following resolution was unanimously adopted:

"Whereas, The State Board of Education, while the war was in progress, endorsed the proposition that a member of the faculty of one of the State Normal Schools be delegated to do field service for the remainder of the year to promote the study of civics, especially in the seventh and eighth grades, said instructor's salary to be paid by the Normal School and his traveling expenses by the National Security League; and,

"Whereas, No Normal School teacher being available, a substitute in the person of Mr. William John Cooper, Superintendent of Schools of Piedmont, was agreed upon by the Normal School authorities and the representative of the National League; and,

"Whereas, The war having come to an end, and the substitute having signified his desire to withdraw from service;

"Resolved, That no further effort to plan for civic instruction in the form proposed be made at this time, and that the tentative arrangement made with Mr. Cooper be discontinued."

The State Printer was authorized to print the following State textbooks:

Studies in English—

Work and Play, for Grade 3	65,000
Book One, for Grades 4, 5, 6	165,000
Book Two, for Grades 7 and 8	85,000
Copy Book Three	25,000
Seventh Reader	25,000

The following applications for accreditation in special subjects were granted:

California School of Arts and Crafts: Sewing, dressmaking, millinery and weaving.

University of Wisconsin: Clay art and craft work.

University of Southern California: Public school music.

Los Angeles Library School: Library craft, technique and use.

University of Washington: Public school music.

Pending applications for life diplomas and recommendations for health and development certificates were disposed of.

Dr. Margaret S. McNaught, Commissioner of Elementary Schools, who was recently elected chairman of the National Education Association Committee on Revision of Elementary Education, was granted permission to leave the State to attend the Department of Superintendents' Convention and to meet with the committee.

A resolution was unanimously adopted approving House of Representatives Bill No. 12880 and Senate Bill 4992, relating to the vocational rehabilitation of persons disabled in industry or otherwise.

The Bell system of shorthand was placed on the list for one year.

Retirement Salary Business

Transfer of $70,000 from the permanent fund to pay retirement salaries for the three months ending December 31, 1918, was ordered.

The Board adopted a resolution that all action on amendments to the retirement salary law, except changes of an administrative character, be postponed for further investigation during the next biennial period.

Retirement salaries were granted to the following teachers:

Mrs. Frances Taylor Barker, Fresno.
D. T. Bateman, San Jose.
Elizabeth Dennis, San Francisco.
Ellen Donovan, San Francisco.
Elizabeth B. Eccles, San Francisco.
Mrs. Jennie L. Galloway, Modesto.
Mrs. Mary V. Hall, San Francisco.
Edward Hyatt, Sacramento.
Mrs. Margaret G. Hyatt, Sacramento.
Mattie A. Moore, Red Bluff.
Mrs. Anna Rose Power, San Francisco.
Marion Race, Madera.
Ruth Royce, San Jose.
Mrs. Eleanor M. Shartel, Lake City.
James H. Shults, Glendale.
Mrs. Nettie C. Tittle, Helm.

Adjournment was taken to meet in Sacramento March 17, 1919.

WILL C. WOOD, Secretary.
By FLORENCE B. ARGALL,
Assistant Secretary.

This is a Special Invitation from P. G. Holden and Associates

To all Superintendents and others attending the Superintendents' Division, N. E. A., at the Congress Hotel, Chicago, February 20 to March 1, to visit the Agricultural Extension Department of the International Harvester Company, sixth floor, Grant Park Bldg., 624 S. Michigan Ave., one block south of the Congress.

We are anxious to meet you and explain our plans for helping Normal Schools, County Superintendents, City Superintendents, all Educators, Teachers and Pupils everywhere.

You will want to become familiar with our *Visual Method of Instruction.*

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You will particularly want to see our large number of booklets and other literature on Agriculture, Live Stock, Home Economics, Sanitation, etc., especially adapted for supplementary reading.

All those and much other material have been prepared for the purpose of helping you. They are all at your services—are furnished *Free*, except the actual cost of transportation and handling.

We will be waiting at our booth at the Congress Hotel to direct or escort you to our rooms. *If you can't come, write us.*

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MISS POWER APPOINTED SCHOOL DIRECTOR OF CITY AND COUNTY OF SAN FRANCISCO BY MAYOR ROLPH

Miss Alice Rose Power, principal of the Washington Irving School, was appointed by Mayor James Rolph a member of the Board of Education to fill the vacancy caused by the resignation of Miss Agnes G. Regan, February 17.

Flowers in abundance and cheers of congratulation from the pupils greeted her when word of the selection reached the school.

In her own words, Miss Power is "a product of the San Francisco schools."

She is a native of this city, a graduate of the Girls' High School and of the San Francisco State Normal School, with twenty years of teaching experience in the public schools of the city and in the rural schools of California.

Before going to the Washington Irving School as principal two years ago, Miss Power had been a teacher at the Edison School.

She is a director of the State Council of Education, the California Teachers' Association, and is the compiler of "Poems for Memorizing" and author of the "Power Graded Speller."

Besides, for ten years Miss Power has been associate editor of the Western Journal of Education.

Miss Power emphasized what she declared was the absolute need of a great public interest in the schools. She said:

"Americanization through our public schools is of first importance. It is vital.

"I have considered this ever since the war and the more so during the two years that I have been in the North Beach section.

"The city must get at this problem. We can meet it only through the public schools.

"To that problem I shall devote my energy, and I know that this is the feeling of my fellow members of the Board of Education.

"Second, we must have more money for our schools. Particularly does this apply to the elementary—the primary and the grammar schools.

"San Francisco is behind every other locality in the State in the amount it spends for elementary schools. I shall work with my colleagues to make it more efficient.

"Practically speaking, we need more money, for example, to reduce the maximum number of pupils in a class. That is of great concern. Fifty, as exist now in many schools, are too many.

"It was with great surprise that this appointment came to me. It is a rare opportunity to serve the city of my birth. I hope to make good."

Miss Power was largely instrumental in putting the present teachers' pension law on the statute books, having conducted the campaign before the State Legislature to that end as representing the teachers of San Francisco school department.

Her home is at 2883 Folsom street.

* * *

CALIFORNIA SCHOOL OF ARTS AND CRAFTS

At the January meeting of the State Board of Education, it was decided that the California School of Arts and Crafts should be accredited in sewing, dressmaking, millinery and weaving, in addition to their other art and craft subjects. Courses in these branches of craft work were introduced into the curriculum of the school in August, 1917, and have continued through the regular and summer sessions following. The students' work in these subjects has attracted much attention at the recent exhibits because of its first-class execution and also through the originality of the designs used. The cooperation of these craft classes and the regular courses in design has provided a striking example of the practicability of an art education and has attracted the interests of a wide range of students.

WHAT THE STATES ARE ASKING THEIR LEGISLATURES TO DO FOR EDUCATION THIS YEAR

1. Americanization of the foreign-born, with English as the sole medium of instruction in the school (twelve States).
2. More money from the States to help the schools of the local communities (thirteen States).
3. County as the unit of organization for schools (nine States).
4. Higher qualifications for county superintendents (six States).
5. Continuation schools for persons between 12 and 18 years of age (seven States).
6. Stronger compulsory education laws (eight States).
7. Compulsory physical education (four States).
8. Higher salaries for teachers (five States).

Hon. A. C. Olny, State Commissioner of Secondary Schools

Mr. Olney is a graduate of the Fresno High School and of the University of California with a B. S. degree in 1898. Member of Phi Beta Kappa. One year as teacher in the Sonoma High School; one year as principal of Sanger Union High School; ten years as principal of Fresno High School, during which time he planned the first junior college in California; three and a half years as principal of Santa Barbara High School, during which time he established the second California junior college; five years as city superintendent of schools in Santa Barbara.

* * *

PRESIDENT BENJAMIN IDE WHEELER RESIGNS

President Wheeler of the University of California has resigned, to take effect July 1st. His letter of resignation is with almost temperamental good taste, and is a model of its kind:

"The the Regents of the University of California:

"My dear associates and friends: On the 15th day of July, next, I shall not only have reached the usual age of retirement, but shall have also completed approximately twenty years of service in the University of California.

"These have been years of abundant opportunity and of much plain satisfaction, but with the growth and expansion of the University they have involved heavy burdens and fast-shifting solicitudes. The coming days promise only heavier burdens and levy their demands for increasing vigor. I appreciate with all my heart the unvarying confidence you and your predecessors reposed in me and the sturdy support you have always given me. No one understands better than I do myself the inadequacy of any service I have been able to render, but I have honestly done my best. I am sure, therefore, that I shall not be esteemed to be quitting my task, if I ask you now to give me your blessing, and let me go. This is my resignation of the presidency to take effect on the above-named date.

"In devoted loyalty to the University of California, I am,

"Ever faithfully yours,

"Benj. Ide Wheeler.

"Berkeley, Cal., February 7, 1919."

Charles Stetson Wheeler, the lawyer, regent, public speaker and friend of the University of California, pays this wonderful tribute to President Wheeler:

"The plain, solemn truth is, a great man, in the fullness of his power, took hold of our institution at the psychological moment, proved himself adequate to the great task that was before him, and, aided only by such sympathetic assistance as this board could give him, perfected an organization and has established an institution second to none today.

"He has placed the University of California in a position intellectually great before the world. He has placed the University of California in a position of strength and power, and has made it a factor for tremendous good in this State.

"He has won and earned every laurel that an educator and great administrator can earn. He stands today among the men of his profession without a peer in the United States of America or in this whole wide world.

"That the president of the University completely should sever his relations with us is unthinkable from the standpoint of the regents. That the president of the University should be other than a part of it in the future is impossible in the conception of any man who has the love of this institution at heart.

"So with the joy that must come to all of us on this board, his friends, we now look forward to the years that remain to him as years that will be rich not only in a reward well earned, but rich in the splendid powers that still are his."

President Wheeler has made a definite impression on the educational growth of this State, but his "Life of Alexander the Great," on account of its pure English, the method of approach and its remarkable interest, will be read and written about long after his work as an administrator will be forgotten.

Bids Wanted BY Public Schools

News Notes of Bids Desired for New School Buildings; for Furniture for New and Old Schools; for Equipment; and School Supplies Generally.

(Free publication will be promptly made in this column of all bids furnished by country school superintendents and others interested; and special attention of all advertisers will be directed to the items. Letters regarding this column should be addressed to the "Associate Managing Editor," who will give the matters his personal care. Conducted by Chauncey McGovern.)

BUTTE SCHOOLS WANT MANY ITEMS

School furniture, apparatus, school supplies and janitor sundries were advertised for in January Journal. This Board, under Butte County Charter, supplies the entire county with supplies. The Butte County Board of Education, thru Mrs. Pearle Rutherford, county superintendent, at Oroville, California.

TULARE WANTS NEW SCHOOL BUILDING

A pretentious school building is assured for Tulare. So many pupils in the primary grades are being housed in temporary structures that the citizens are circulating petitions for an ambitious central edifice that shall serve the double purpose of comfortably and conveniently housing the growing school population, and serve as well as Tulare's "monument to the war heroes" of that hustling city. Details may be had from Hon. J. E. Buckman, whose headquarters are at Visalia, Tulare County.

HITTING THE SCHOOL SUPPLY TRUST

A new law to kill the so-called "School Supply Trust" has been introduced into the legislature by Senator Will R. Sharkey, who in 1917 got a similar measure through the Senate only to see it killed by the Assembly.

Through the co-operative buying of school supplies, Senator Sharkey says a saving of $500,000 annually would be effected for the rural schools.

The plan of buying calls for Boards of Trustees to file their estimates with the County School Superintendents instead of being compiled by secretaries of such boards, as is the practice at present.

The State Board of Education and Committee on Efficiency and Economy are back of the bill.

For constructing an eight-room school building at Eureka. Bids must be in hands of Supt. Geo. B. Albee, Eureka, on March 3.

Building material firms should see Architect Chester Cole, Chico, Cal., who is making plans for new school building at Durham. Lockers, blackboards, desks, etc., will be wanted. Hon. Pearle Rutherford, county superintendent at Oroville, has details.

Architects Allison & Allison of Los Angeles are preparing plans for a new union high school at Merced. Locker, desk, and other equipment people should get in touch with Hon. Belle S. Gribi, the new county superintendent of schools.

BAKERSFIELD TO SPEND $125,000 ON NEW SCHOOL

On February 4, the voters of Bakersfield school district will be asked to vote $125,000 in 5 per cent bonds for the construction of the new Lincoln school on Beale avenue, two new classrooms at the Fremont school on Union avenue and necessary repairs at the Franklin school, where two of the walls are said to be sagging. Hon. L. E. Chenoworth, at Bakersfield, Kern County, has the details.

FOR WHOLESALE PURCHASE OF SCHOOL SUPPLIES

Purchase of school supplies annually, through the County Purchasing agent or through similar channels, is provided in a bill introduced in the Assembly by Frank E. Merriam of Los Angeles County.

$500,000 FOR CHICO SCHOOLS

The Chico Chamber of Commerce will shortly launch a movement to secure for Chico a high school that will stand as a monument to the progressiveness of the Chico School District. With the encouragement given the Chamber at the meetings in Paradise and in Durham, tentative plans are now under way for launching an educational campaign that will have for its object the floating of a $500,000 bond issue to be used for the construction of high school buildings. Details can be secured from Hon. Pearle Rutherford, Oroville, County Superintendent.

Plans are asked for school building on state and settlement colony near Chico. Chamber of Commerce at Chico for details.

Plans being made for new school building for the Allesandre school district of Los Angeles. Hon. Mark Keppel, city hall, Los Angeles, will furnish details to interested parties.

Contract for three-story concrete building at Ajo, Arizona, just awarded to Edwards & Wildey Co. of Los Angeles. Cost, $125,000. Mission style, 14 rooms and auditorium.

The East Side of Oakland is to have new school building, if voters approve the bond issue next week. Hon. G. W. Frick, county superintendent, Oakland, California, has details.

Union school to cost $40,000, grammar grades, will be erected at Durham, California. Hon. Pearle Rutherford, Oroville, Butte Co., California, and Chico Chamber of Commerce, have details.

Plans are wanted for Liberty Union High School building at Brentwood, California, according to the Martinez Standard.

Makers of manual training equipment, tools, woodworking, painting, mechanical drawing, and gymnasium articles, should get in touch with trustees of the El Dorado county high school at Placerville, the structure being erected by the students themselves.

For equipping one high school, two grade schools, and for building and equipping a manual arts building at Clifton, Ariz., $150,000 was voted on February 24.

Bids are wanted for furniture, equipment, cards, apparatus, etc., by the Long Beach Board of Education, of which E. S. Acres, Bank of Long Beach building, Long Beach, is the secretary-treasurer.

OAKLAND TO SPEND $4,500,000 ON SCHOOLS

Over 150 temporary "portable school-buildings" are to be done away with by the board of education of Oakland, and buildings to cost some $4,500,000 erected in their places. Condemnation of school property that cost about $1,000,000 has also been decided upon by the same board. The new buildings will all be Class A; none less than two stories in height, and contracts will be let probably in April. Hon. G. W. Frick's office, city hall, Oakland, has the full details.

School trustees of Arcata, California, are in the market for ideas for new school building on J and K streets, between Fifteenth and Sixteenth streets.

Furniture and equipment for grammar school and auditorium to extent of $25,000 will be purchased by Brawley, California, school board after bond issue passes this month.

Bids are wanted by school directors of Santa Barbara, California, for erection of a new Purissimi district school.

The California Federation of School Women's Clubs gave a luncheon at the Palace Hotel, San Francisco, on February 22 at 12:30.

The president, Miss Margaret Burke, prepared a fine program.

The leading topic was "School Legislation." Among the speakers were Senator Herbert C. Jones, Mrs. Elizabeth Hughes, Chairman of the Assembly Education Committee, and Mrs. Anna Saylor, who has introduced several bills for more money for the elementary schools.

SPECIAL FACILITIES FOR SCHOOL BUILDING : : : : WORK : : : :

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CORRESPONDENCE REGARDING NEW SCHOOLS AND ALTERATIONS INVITED FROM SCHOOL BOARDS AND CITY AND COUNTY SCHOOL SUPERINTENDENTS

JOTTINGS OF A TRAVELING BOOKMAN

(Continued from page 7)

Mrs. E. V. Galvin, Principal of the San Ramon Union High School at Danville can boast of having one of the finest little High School buildings in the State. The building is built around a courtyard, which is in grass. A corridor runs around the court and classrooms open into the yard. One side of the court opens into an auditorium so arranged that sliding doors can be pushed back, making the grass plot and the auditorium one unit. In addition, a moving-picture machine is installed so that pictures can be thrown upon a screen in the auditorium or on a screen hung in the open court.

Part of the school plot is planted to pear trees that bring a yearly rental of $400.

Mr. B. X. Tucker, Principal of the Richmond High School, is attempting to bring about a correlation between the industrial needs of the community and the work of the High School.

Mr. Glen Wilcox, who has taught Science for many years in the High School at Martinez, has a bunch of pupils who are eager to work after school hours to make up lessons lost on account of the epidemic.

Mr. J. McIntosh, Principal of the Monterey High School, is much enthused over the great possibilities of the Compulsory Industrial Education Act now under consideration by the State Legislature.

Mr. McIntosh feels that the present method of carrying on industrial subjects is practically worthless and welcomes the idea of the thorough State support of industrial education and the compulsory attendance of those who need such training.

The Gilroy High School, under Mr. E. E. Brownell, has had four weeks of school work this school year. The epidemic is now over and Mr. Brownell and corps of teachers are covering the work in large assignments.

Mr. R. W. Everett, for many years Principal of the Weaverville High School, is now teaching Chemistry and Mathematics in the Gilroy High School.

In the second week in February the schools of San Luis Obispo were still closed by the epidemic. The teachers of both High and Grammar Schools were doing correspondence work under Superintendent Mabley's direction.

Mr. Lewis M. Puffer, teacher of Physics and Chemistry in the San Luis Obispo High School, has a class of boys in Physics. He finds that he can work them extra hard and get results.

Mr. J. C. Frye, principal of the King City Grammar School, is at the head of a growing school. A $32,000 addition is being added to the present school building. The addition is made of reinforced concrete and includes two classrooms and an auditorium with a seating capacity of 1000. The Grammar School will be the gathering place of the community.

Mr. Henry I. Savage, who was in the Bishop High School last year, is teaching General Science and Biology in the Ventura High School.

Mr. George R. Livingston, for many years a teacher of Mathematics in the San Diego High School, has just been mustered out of the Coast Artillery Corps at the Presidio. Mr. Livingston has just accepted a teaching position in Mathematics in the Santa Barbara High School.

Mr. Henry N. Young, Principal of the King City High School, is much pleased in the manner in which his school weathered the epidemic. The students could either come to school or take daily correspondence work. The teachers conducted classes as usual. The students absent had to hand in each day the assignments which were covered in class. Parents had to sign up for the student's correspondence course. As a consequence, excellent results were obtained as the students out of school were forced to work harder to get in daily reports. Furthermore, it tended to bring the students into school earlier. Only about four weeks were totally missed.

Mr. R. B. Haydock, Principal of the Oxnard City Schools, finds that very few teachers are capable of carrying out the new physical culture exercises.

President Phelps of the Santa Barbara Normal School is much interested in the new compulsory educational bill before the State Legislature. He feels that the present industrial unrest has to be partially solved through the educational system. A training school in conjunction with the Normal is being planned for next year.

King City High School District has 2300 square miles. It boasts of two co-operating branches—San Antonio, twenty-seven miles from King City, and Parkfield, sixty-eight miles distant. Mr. H. N. Young of King City manages to give these schools as good instruction as that of the parent school at King City.

Oceanside-Carlsbad Union High School, under Mr. E. J. Shives, is one of the most up-to-date and best-equipped small schools in the whole southern part of the State.

Mr. A. L. Vincent, Supervising Principal of the Ventura City Schools, has the problem of the Latin element to deal with.

Superintendent Stewart of Santa Barbara, who has just stepped out of the High School Principalship into that of the city superintendency, impresses one as a most able man.

Mr. Homer Martin of the Jefferson High School of Los Angeles has just been elected to the Principalship of the Santa Barbara High School. Mr. Martin has had many years' experience in Los Angeles school work as head of the Modern Language, English and Physical Training Departments.

San Luis Obispo County has no county free library system. The Supervisors are planning to have it installed this coming year.

The Paso Robles Schools, under Mr. A. L. Barker, were running when all the rest of San Luis Obispo County were closed by the influenza.

Gonzales has a High School building plan that is unique. The classrooms are separate buildings. Cement walks with pergolas connect the different buildings. When a new classroom is needed another small building is added. Mr. Bert M. Carner is Principal.

Miss A. Hadden of the Monterey County Free Library is working to enroll all the High Schools in the county. Prospects are good for the carrying through of the plan this spring.

Mr. N. O. Best, Stanford, 1917, crack 'Varsity soccer player, is handling Chemistry, Biology and Physical Training in the Salinas High School.

Mr. J. H. Graves, Principal of the Monterey Grammar School, has a very compact way of bookkeeping in his capacity as Clerk of the School Board.

Superintendent Power of the Salinas Grammar Schools says we have the finest teaching force and the poorest textbooks of any State in the Union. He blames the textbooks for the fact that the majority of California Grammar Schools test only about 50 per cent of the average of Eastern schools.

* * *

Tommy was reading an extract from Washington Irving as a part of his home work.

"Dad, what is it to be 'dined and wined'?"

"Um—er—" said father, with a recollection of a recent banquet in mind. "That expression is obsolete. Nowadays you are near-beered and war-breaded."

* * *

The teacher was visiting the families of her pupils and wandered into the yard of one of her bright hopefuls.

"Good morning, Tommy," said she; "is your mother at home?"

"Yes'm," said Tommy; "that's why I'm working in the garden."

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"A School History of the Great War." This is a very important volume and is prepared with great care. The authors, Albert E. McKinley of the University of Pennsylvania; Charles A. Coulbomb, District Superintendent, Philadelphia, and Armand J. Gerson, District Superintendent of Schools of Philadelphia, show rare judgment in this historical service. The contents show the scope of the work: Chapter I, Europe Before the War; Chapter II, Why Germany Wanted War; Chapter III, German Militarism; Chapter IV, International Law and Hague Conferences; Chapter V, International Jealousies and Alliances; Chapter VII, The Beginnings of the Great War; Chapter VIII, The War in 1914; Chapter IX, The War of 1915; Chapter X, The War of 1916; Chapter XI, The War of 1917; Chapter XII, The War of 1918; Chapter XIII, The United States in the War; Chapter XIV, The Questions of the Coming Peace. There is also the chronological events of the war and a fine index. The book contains 192 pages and it is certainly a necessary volume at this time.

* * *

Mr. R. R. McMasters, formerly principal of Orland High School, is now the manager of the Boston office of The Gregg Publishing Company. The McMasters are living in Boston and finding the home and cultural surroundings of that city delightful.

Review of Proposed Legislation with Some Comments Thereon

By Mark Keppel

BILLS PERTAINING TO SUPPORT AND MAINTENANCE OF ELEMENTARY SCHOOLS

A. B. 118, Sec. 1616. Eden.—Allows 15 cent kindergarten tax instead of 10 cents.

A. B. 242, Sec. 443. Saylor.—Increases elementary state school fund from $15.00 to $17.50 per unit of average daily attendance.

A. B. 243, Sec. 1817. Saylor.—Increases elementary county school money from $13.00 to $20.00 per unit of average daily attendance, and provides that at least $600 per statutory teacher must be raised by county tax.

A. B. 244, Sec. 1532. Saylor.—Directs State Superintendent to apportion $350 per statutory teacher instead of $250.

A. B. 245, Sec. 1858. Saylor.—Provides for $950 per statutory teacher.

A. B. 284, Sec. 1858. Kline.—Restores sick leave attendance.

A. B. 485, Sec. 1768. Dorris.—Provides a scheme for supervision of schools by members of county boards of education in counties where 200 or more elementary teachers are employed. Makes appointive members of county boards of education in such counties virtually deputy county superintendents of schools and allows them $6 per day and expenses while supervising schools.

A. B. 654, Sec. 1622. Baker.—Provides that two-thirds instead of one-half of county school money must be used to pay teachers' salaries.

A. B. 681, Sec. 1696a. Price.—Emergency bill to allow use of average daily attendance of 1917-18 increased or decreased by average rate of increase or decrease for preceding three years to be used as average daily attendance for 1918-1919.

A. B. 827, Sec. 1858. Prendergast.—Provides that the record of attendance in evening schools and in special day and evening classes of elementary and secondary schools shall be kept as directed by State Board of Education instead of being kept by minutes as now required.

A. B. 854, Sec. 1673a. Baker.—This is a new section limiting class-room enrollment in elementary schools to not more than forty pupils except in special cases.

S. B. 18, Sec. 443. Sharkey.—Increases elementary state school fund from $15 to $21.

S. B. 163, Sec. 1838. F. M. Carr.—Corrects error in Sec. 1838 by striking out unconstitutional provision reading, "or for liquidating any indebtedness incurred for said purposes, or for any of them during the preceding year."

S. B. 265, Sec. 1622. Sharkey. Provides that any unexpended balance of a special tax may be used for same purposes as state or county school money.

S. B. 266, Sec. 1839. Sharkey.—Provides for a tax for purposes of supervision and limits the rate for that purpose to 10 cents.

S. B. 268, Sec. 1532. Sharkey.—Directs State Superintendent to apportion $350 instead of $250 per statutory teacher.

S. B. 402, Sec. 1858. Sharkey.—Provides for $900 instead of $550 per statutory teacher, and provides $900 instead of $700 for a new district in its first year.

S. B. 403, Sec. 1817. Sharkey.—Increases elementary school tax from $13 to $25 per unit of average daily attendance, and provides that at least $600 per statutory teacher must be raised by county tax.

S. B. 404, Sec. 1858. Sharkey.—Makes standard enrollment the base for determining number of statutory teachers. Does not change number of units per statutory teacher. Allows an additional statutory teacher for purposes of supervision for each ten teachers employed. Apportions $750 instead of $550 per statutory teacher, but nothing for excess units unless an extra teacher is employed.

Standard elementary enrollment defined to be the number of full time pupils between 5½ and 17 years of age attending school for at least 40 full days in any one school year.

S. B. 404, Sec. 1858. Sharkey.—Makes "standard enrollment" instead of average daily attendance in elementary schools the base for determining statutory teachers and for apportioning money.

Defines "standard enrollment" as "the total number of full time pupils between 5½ and 17 who have been enrolled in the elementary schools for at least forty full time days during the school year." Each pupil counts but once in a school year.

Uses same number of units to determine a statutory teacher, but provides for an additional statutory teacher for each ten statutory teachers instead of two for each 700 average daily attendance.

Provides for $750 instead of $550 per statutory teacher, and allows $40 per excess unit if an extra teacher is employed.

Defines standard enrollment in high schools, night schools, etc.

Provides for borrowing surplus county money for use of schools.

A. B. 879, Sec. 1760a. Allen.—Sec. 1760a is a new section requiring the state to pay $50 per unit of average daily attendance for the support of junior colleges.

COMMENTS

How many know clearly how the $550 per teacher is provided and distributed?

How many realize what it means to apportion $950 instead of $550 per statutory teacher as provided in the Saylor, Sharkey, Baker bills?

Source and Distribution of $550 per Teacher

Source	Amount	For Teachers	For Maintenance
State	$250.00	$250.00	.....
County	300.00	150.00	$150.00
Total	$550.00	$400.00	$150.00

Source and Distribution of $950 per Teacher

Source	Amount	For Teachers	For Maintenance
State	$350.00	$350.00	.....
County	600.00	400.00	$200.00
Total	$950.00	$750.00	$200.00

There are about 1800 districts in California, each of which employs but one teacher. For each of those teachers, the statutory provision is $400 now. Is the proposal to raise that minimum to $750 anything other than an act of justice long delayed? But the proposition is not merely to increase the minimum provision for these 1800, but to increase it for everyone of all the elementary teachers of the state.

To increase the state school fund from $15 to $17, or even to $21, per unit of average daily attendance will be an act of simple justice and not extravagance of any kind.

BILLS RELATING TO COUNTY SUPERINTENDENT OF SCHOOLS

In almost every county the average amount raised by county and district taxes is much in excess of $25 per unit, but raising the bulk of the money by district taxation instead of county taxation discriminates enormously and outrageously against the children who live in districts where the average wealth per child is small. A square deal demands that the counties assume a larger share of the burden and the districts as such a smaller share.

TENURE BILLS

A. B. 150, Sec. 1609. Lindley.—Provides for election of teachers only upon nomination by city superintendent of schools.

Provides for children attending school outside of home district only upon permit of county superintendent of schools.

A. B. 495, Sec. 1609a. Mather.—A new section. Provides for salary schedule and reduction of salary only in harmony with schedule.

A. B. 497, Sec. 1609. Mather.—Provides for election of principals and teachers upon recommendation of city superintendent of schools, for classification of teachers as probationary and as permanent.

Provides for dismissal of any teacher upon recommendation of city superintendent of schools, affirming immorality, incompetency, or unprofessional conduct, or conduct otherwise prejudicial to the welfare of the schools.

A. B. 549, Sec. 1617. Greene.—This bill was intended to amend Sec. 1609, but by some strange mischance amends another section. Its purpose is to prevent employment of persons afflicted with tuberculosis or other contagious diseases.

A. B. 613, Sec. 1609. Mather.—This bill rewrites Sec. 1609, elaborates it in detail, and provides for substitute, probationary and permanent teachers.

Substitutes are teachers employed from day to day temporarily.

Probationary teachers are those employed for a month or more.

Permanent teachers are those who have been employed for sixteen or more school months.

Permanent teachers may be dismissed for cause only, after a trial and by a two-thirds' vote of the board.

The causes include immoral or unprofessional conduct, incompetency, evident unfitness for teaching, persistent violation of or refusal to obey the laws of California or reasonable rules prescribed for the government of the schools.

The trial must be public, unless the teacher requests that it be private.

A. B. 689, Sec. 1609. Mather.—This bill rewrites Sec. 1609 and does most of the things done by A. B. 613, except that it applies only to districts governed by city board of education in providing for permanent tenure.

A. B. 855, Sec. 1698. Baker.—Provides for a school court consisting of one person appointed by appellant teacher, one person appointed by dismissing school board, and county superintendent of schools. This court shall hear appeals of dismissed teachers and may restore them by unanimous vote.

A. B. 866, Sec. 1617. Dorris.—This act was intended to amend Sec. 1609, but by some strange mischance it amends another section. Its new provision is that any school employing four or more teachers may employ a principal for one year and thereafter employ the same person for four years.

COMMENT

This group of bills should be combined into one bill which shall extend reasonable permanency of tenure to every teacher of experience in the State, whether in a district employing only one teacher or many.

The provision for a school court is vital and necessary.

BILLS RELATING DIRECTLY TO SUPERINTENDENT OF PUBLIC INSTRUCTION

A. B. 267, Sec. 1532. Graves.—Adds fifteenth section to Sec. 1532, empowering State superintendent to decide questions of doubt submitted to him, and all disputes submitted to him by county superintendents, and all appeals from decision of county superintendents.

A. B. 342, Sec. 1877. Baker.—Amends Sec. 1877 by providing that all printing or binding required by State Superintendent or State Board must be done by State printer.

A. B. 590, Sec. 1877. Price.—Amends Sec. 514 by increasing salaries in office of State superintendent as follows: Deputy, from $2400 to $3000; clerk and stenographer, from $1600 to $1800; bookkeeper, from $1600 to $2100.

BILLS PERTAINING TO THE STATE BOARD OF EDUCATION

A. B. 790, Special Act. Pettitt.—This act amends the law in regard to adoption of high school texts.

A. B. 822, Special Act. Prendergast.—Amends Sec. 7 of "An Act to provide for the organization and supervision of courses in physical education in the elementary, secondary and normal schools of the state and appropriating $10,000 therefor," by increasing the salary of the supervisor of physical education from $3600 to $4000 yearly.

A. B. 823, Special Act. Prendergast.—Increases physical education appropriation from $10,000 to $40,000.

A. B. 867, Sec. 1519 (a). Dorris.—Amends Sec. 1519 (a) by adding third (a) to provide for certification of attendance officers;

Fourth (a) to give wider liberty in issuing credentials for kindergarten primary certificates;

By adding state superintendent to commission on credentials.

A. B. 891, New Act. Hurley.—Authorizes state board to appoint supervisor of school attendance, and fixes his salary at $3600; to enforce attendance law, appropriates $10,000.

A. B. 937, Sec. 1519 (e). Wenderling.—State boards must prepare, print, and distribute free of cost forms of application for teaching positions.

S. B. 313, Sec. 1519. Jones.—Adds a new section numbered eighth providing for the appointment of a state supervisor of drawing and art at a salary of $3600 per year, and traveling expenses, and specifies his duties.

S. B. 486, New Act. Jones.—Appropriates $15,000 for state board as a revolving fund to meet expenses of administering state and federal vocational education acts.

S. B. 520, New Act. Jones.—A new act providing for an assistant for the commissioner of industrial and vocational education at a salary not exceeding $3600 yearly.

S. B. 658, New Act. Benson.—A new act appropriating $20,000 instead of $10,000 for physical education.

A. B. 341, Sec. 1533. Baker.—Amends Sec. 1533 by making traveling expenses of superintendents payable from county general instead of salary fund.

A. B. 83, Sec. 1543. Kasch.—Amends Sec. 1543, seventeenth, by allowing money received from U. S. Government for education of Indian children to be used in housing teacher and caring for school property

A. B. 66, Sec. 1548. Price.—Amends Sec. 1548 by providing that all expenses of superintendent shall be paid from general instead of unapportioned county fund. Eliminates limit on such expenses.

A. B. 343, Sec. 1548. Baker.—Amends Sec. 1548 by providing for payment from general instead of unapportioned county fund.

A. B. 484, Sec. 1548. Broughton.—Amends Sec. 1543 by increasing superintendents' expense allowance from $2 to $4 per district.

New number is printed 1584 erroneously instead of 1548.

A. B. 651, Sec. 1552. Baker.—Amends Sec. 1552 by providing that superintendent shall receive actual and necessary traveling expense while in performance of his duties and in attendance upon conventions called by state superintendent or state board.

A. B. 653, Sec. 1553. Baker.—Repeals Sec. 1553, which allows superintendents drawing less than $1500 yearly to teach, and prevents those drawing more from teaching or engaging in any other avocation that can interfere with his duties.

A. B. 289, Sec. 1560. Oakley.—Amends Sec. 1560 by adding Sec. 3, excusing superintendent from holding annual institute if prolonged epidemic interferes.

A. B. 650, Sec. 1578. Baker.—Amends Sec. 1578, which requires superintendent to post notices of hearing for formation of school district by allowing him to "cause (such notices) to be posted."

A. B. 877, Sec. 1582. Browne.—Amends Sec. 1582 by transferring from board of supervisors to county superintendent the power to suspend or to lapse districts and to attach their territory to other districts, or to restore suspended districts.

COUNTY BOARD OF EDUCATION

A. B. 478, Sec. 1768. Kasch.—Amends Sec. 1768 by requiring that at least two members of county board of education shall be holders of grammar school certificates.

A. B. 485, Sec. 1768. Dorris.—Reviewed under Finance Bills. Gives county superintendent of schools power to nominate this board in counties employing 200 or more elementary teachers, and makes such county board members supervisors of schools.

A. B. 863, Sec. 1770, 1771, 1772, 1773, 1774. Kasch.—Omits Sub. 2 from Secs. 1770 and 1771, thereby doing away with certification by examination.

Repeals Secs. 1772, 1773 and 1774, dealing with examinations for teachers' certificates.

A. B. 911, Sec. 1771. Lindley.—Amends Sec. 1771, 3rd, by providing for granting a special certificate to teach "Spanish, French, or any modern language useful in trade or commerce," instead of "commercial Spanish" only.

S. B. 320, Sec. 1775. Carr.—Amends Sec. 1775 by omitting provision that county boards may grant certificates upon certificates issued in other counties; by reducing teaching required from ten to eight months for a certificate upon a college diploma; and by providing for attendance officers' and health and development certificates.

COMPULSORY EDUCATION

A. B. 233, Special Act. Miller.—This act adds Sec. 14 to the special act and provides that the invalidity of any part of the act shall not affect the other parts of it.

A. B. 517, Special Act. Hughes.—This bill amends compulsory attendance law by making compulsory age 8 to 16 years; children living over two miles from school house must attend school unless excused by county superintendent.

Children taught privately must be taught by properly prepared teachers.

Attendance officers in districts having a thousand or more average daily attendance must hold proper certificates for such work.

S. B. 311, Special Act. Jones.—Companion bill to A. B. 517.

SCHOOL ELECTIONS

A. B. 674, Sec. 1595. Knight.—Amends Sec. 1595 by requiring notices to be posted thirty days instead of ten; and to be advertised by publication in a newspaper once a week for three successive weeks.

If board does not give notice, any three electors may give same at least fifteen days before election day by posting and printing the printed notice to run twice only. The expense to be a district charge.

A. B. 739, Sec. 1593, Sec. 1731. Polsley.—Amends Secs. 1593 and 1731 by limiting appointive terms of board members to next election instead of remainder of unexpired term.

A. B. 743, Sec. 1595. McKeen.—This bill is same as A. B. 674.

A. B. 771, Sec. 1595. Miller.—Amends Sec. 1595 by requiring advertisement of school elections by publication in a newspaper for all districts having 75 or more average daily attendance.

S. B. 606, Sec. 1595. Scott.—Same as A. B. 674.

BILLS PERTAINING TO HIGH SCHOOLS

A. B. 368, Sec. 1733a. Pettitt.—Sec. 1733a is a new section providing for annexation of elementary school districts to high school districts by an election in the elementary district.

A. B. 262, Sec. 1734a. Eden.—Sec. 1734a is a new section providing for annexation of elementary districts to high school districts, if five or more pupils reside in the elementary district and attend high school in the high school district.

A. B. 353, Sec. 1734a. Hughes.—Sec. 1734a is a new section not fully printed and its purpose not stated.

A. B. 353, Sec. 1741. Dorris.—Sec. 1741 is amended to allow high school districts to build and operate dormitories.

S. B. 251, Sec. 1741. Sample.—Amends Sec. 1741 to allow city as well as other high schools to transport pupils.

A. B. 728, Sec. 1742. Ream.—Amends Sec. 1742 by allowing high school board to change location of high school building without a vote of people, if building is situated in a city of 10,000 or less population.

A. B. 958, Sec. 1743. Merriam.—Amends Sec. 1743 by omitting the word "supervising" from title "supervising principal."

A. B. 369, Sec. 1743b. Pettitt.—Sec. 1743b is a new section giving the principal of the high school supervision over all high school activities conducted under the name of the school; and requires him to audit the accounts and make report thereof to the county superintendent.

A. B. 691, Sec. 1746. Roberts.—Sec. 1746 is amended by substituting the words "interest and sinking" for "building" fund.

A. B. 684, Sec. 1747. Baker.—Sec. 1747 is amended by stating clearly how the auditor shall pay high school bonds and interest.

S. B. 112, Sec. 1750d. Lyon.—Sec. 1750d is a new section authorizing high schools to sell products manufactured or produced in the vocational work of the schools.

A. B. 593, Sec. 1761. Price.—Sec. 1761 is amended to correct an error by substituting the word "control" for "examiners."

BILLS PROVIDING FOR NEW KINDS OF SCHOOLS, NEW TEACHINGS, NEW DUTIES, AND A SCHOOL CENSUS

A. B. 246, New Act. Saylor.—State board of education is to establish elementary and vocational schools in state prisons; $25,000 appropriation therefor.

A. B. 492, New Act. Roberts.—Provides for male cadet companies of forty or more eighth grade pupils.

A. B. 496, Sec. 1665. Mather.—Adds "European beginnings thereof" to teaching of history of United States.

A. B. 516, New Act. Hughes.—This act establishes a new department in high schools for part time teaching of vocational subjects to pupils between 14 and 18 years of age, and not subject to compulsory education law; also provides for part time teaching to those 18 years of age or over who cannot speak, read or write the English language as well as a sixth grade pupil can.

A. B. 626, New Act. Fleming.—Makes Los Angeles Normal School a teacher's college as a department of the University of California.

A. B. 667, New Act. Bromley.—Prohibits any kind of propaganda work in schools not authorized by state board of education.

A. B. 671, New Act. Dorris.—Provides for registration of all minors. Appropriates $50,000 therefor, and makes additional expense, if any, a charge against school districts.

A. B. 705, New Act. Brooks.—Authorizes state training high school by joint action of high school district and State University; $75,000 appropriated therefor.

A. B. 734, New Act. Ambrose.—Authorizes establishment of twenty-four-hour schools for care and education of children who would, if not thus cared for, become delinquents. Establishes first school of the kind by transferring Whittier State School for Boys into Abraham Lincoln School of California to be operated under this act.

A. B. 824, New Act. Prendergast.—Extend power of principal of State School for Deaf by giving him power to inspect all institutions for instruction of the deaf and making such power effective for betterment of such institutions.

A. B. 884, New Act. Saylor.—Creates a state department of education. No details in bill.

A. B. 912, New Act. Lindley.—Provides for establishment of emergency elementary school by county superintendent upon proper petition and provides for expense of same.

S. B. 206, Sec. 1858. Carr.—Provides in Sec. 1858-fifth, for a new type of high school, called forty-seven-week high school, and provides for determining average daily attendance for such school

S. B. 226, New Act. Boggs.—Establishes San Joaquin State Normal School. Appropriates $30,000.

S. B. 312, New Act. Jones.—Companion bill to A. B. 516.

S. B. 426, Sec. 1750. Duncan.—Adds one year's required teaching in high schools of "dietetics, home nursing and care of the sick."

S. B. 654, Special Act. Thompson.—Amends act establishing "Santa Barbara State Normal School of Manual Arts and Home Economics" by declaring its purpose to be to train teachers instead of to furnish to the people of both sexes, etc."

S. B. 494, Sec. 1674. Rigdon.—Sec. 1674 is the law for forming union school districts. This bill sectionizes the bill in thirteen sections, identical with Sec. 1674 and repeals that section.

RETIREMENT SALARY BILLS

A. B. 232, R. S. Act. Miller.—Includes teachers of Whittier State School, California School for Girls, Preston School of Industry, and California School for the Deaf and Blind under retirement salary act.

A. B. 400, R. S. Act. Kasch.—Identical with present law, except that it omits word all in Sec. 1 (1) before the word "contributions."

A. B. 579, R. S. Act. Geetting.—Proposes to amend Secs. 3, 8, 10, 11 and 12 of said act, but does not state proposed changes.

A. B. 588, R. S. Act. Price.—Amends Sec. 5 of R. S. Act and provides for payment of $12 out of teacher's warrant for sixth month of actual teaching instead of $1 paid monthly.

A. B. 589, R. S. Act. Price.—Amends Sec. 12 of R. S. Act by requiring secretary of the state board instead of various superintendents to report money needed to pay retirement salaries.

A. B. 591, R. S. Act. Price.—Amends Sec. 19 of R. S. Act. Provides that retired teacher under this act forfeits retirement salary by resuming teaching in public or private schools in or out of California.

A. B. 904, Special Act. Hughes.—This act provides for collection of data from all contributors to retirement salary fund during November, 1919. It requires age, teaching experience, etc.

A. B. 925, R. S. Act. Greene.—Includes teachers employed in California Polytechnic School under the R. S. Act.

A. B. 943, R. S. Act. Morris.—Amends Secs. 13 and 14 of R. S. Act by increasing term of service required in California from 15 to 20 years; makes age 60 the time for retirement, and increases salary from $500 to $600

S B. 458, R. S. Act. Rigdon.—Amends Sec. 15 of R. S. Act by including teachers in California Polytechnic School under the act.

S. B. 483, R. S. Act. Jones.—Amends Sec. 16 of R. S. Act by allowing credit for time served by teachers under pay during epidemic, and time absent in military service during war with foreign power.

FIFTEEN BILLS DEALING WITH POWERS AND DUTIES OF SCHOOL BOARDS

These bills need much attention.

A. B. 525, Sec. 1607. Mather.—Amends Sec. 1607, second, by giving city superintendent of schools control of course of study.

Adds a new sub-section numbered Sec. 1607, seventh, and reading:

"Seventh—To perform such other duties and exercise such other powers, not prohibited by law, as shall be necessary and proper to carry out the provisions of the constitution for a general diffusion of knowledge and intelligence among the people."

(I wonder what is hidden in this harmless looking section!)

A. B. 121, Sec. 1617. Price—This bill really seeks to amend Sec. 1608, but by some strange mischance says Sec. 1617.

It limits power of city boards by requiring them to purchase only such books and apparatus as have been adopted by county boards of education.

It authorizes the renting of private property for school purposes.

It permits boards to rebuild without a vote of the people when a building has been destroyed by calamity.

It requires boards to secure perfect titles to school property.

A. B. 655, Sec. 1608. Baker.—This adds two sections to Sec. 1608, and authorizes school boards to contract with each other for school purposes, and to rent private property for school purposes.

"N. B.—Another section is needed to authorize school boards to sell personal property when the same is no longer needed."

S. B. 253, Sec. 1608. Sample.—Amends Sec. 1608, third, by authorizing school boards to rent private property for school purposes.

A. B. 576, Sec. 1610. Baker.—Amends Sec. 1610, sixth, by omitting the requirement to advertise for bids for the transportation of pupils.

A. B. 627, Sec. 1610. Lindley.—Amends Sec. 1610, fourth, by giving authority to permit children of another state or nation to attend school by paying tuition.

A. B. 597, Sec. 1610½. Polsley.—A new section authorizing elementary districts to maintain classes in high school subjects when by reason of distance attendance at high school is impracticable.

A. B. 592, Sec. 1617. Price.—Adds a new sub-section to Sec. 1617, providing that one district may give special training to pupils of another, and receive pay for same by agreement between the boards.

A. B. 641, Sec. 1617c. Prendergast.—This act amends Sec. 1616, the kindergarten law, but by some strange mischance says that it amends Sec. 1617c. The amendment deprives the governing board of any city and county, or of any city of class first, first and one-half, or second, of the power to determine how many kindergartens shall be maintained after the first year that a kindergarten has been maintained.

A. B. 682, Sec. 1617c. Price.—Adds a new section, numbered 1617c, providing that one elementary district by majority vote may contract with another elementary district to have its children educated by the other district, and must pay for such service all of its income. The contract may be ended by either board at the end of the year.

A. B. 269, Sec. 1617e, Sec. 1543c. Merriam.—These are new sections providing for the purchase of school supplies through the county purchasing agent's department.

S. B. 141, Sec. 1617e, Sec. 1543c. Sharkey.—This bill is companion of A. B. 269.

S. B. 526, Sec. 1567. Rigdon.—This is a new section and provides for collective purchasing of school supplies through an association of trustees.

A. B. 298, Sec. 1617½. Hughes.—Amends Sec. 1617½ by giving union high school districts same special privilege to sell property as is now allowed to cities having over 55,000 average daily attendance.

S. B. 474, Sec. 1618a. Evans—A new section, Sec. 1618a, which repeals health and development act of April 15, 1909, and substitutes therefor an elaborate scheme of health supervision, including physical examinations with parental consent.

MISCELLANEOUS PROVISIONS

A. B. 120, Sec. 1650. Price.—Sec. 1650 is amended to allow a school board to remove its clerk for failure to do his duty.

A. B. 548, Sec. 1650. Greene.—Sec. 1650 is amended to require clerk to post a complete statement of receipts and expenditures of his district in each school house of the district on first Monday of October, January, March, and June.

A. B. 286, Sec. 10. Kline.—Amends Sec. 10 so that schools may be in session on Saturday.

A. B. 334, Sec. 1884. Easton.—Amends Sec. 1884 by substituting "interest and sinking fund" for "building fund"

A. B. 335, Sec. 1887. Easton.—Sec. 1887 as amended makes it the duty of the auditor to cancel "such bonds when he draws his warrants on the treasurer in favor of the owners thereof."

A. B. 547, Special Act. Saylor.—This act provides for the separation of the deaf and the blind departments of the California School for the Deaf and the Blind.

A. B. 669, Sec. 2268. Dorris.—Sec. 2268 is amended to require teachers in the "California School for the Deaf and the Blind" to hold teachers' certificates, and requires its course of study to be submitted to the state board of education for approval.

A. B. 870, Sec. 1622b. Dorris.—Sec. 1622b is a new section legalizing the use of any surplus of special tax money for any school purpose after original purposes have been met.

A. B. 913, Sec. 1487. Lindley.—Sec. 1487 defines the purposes of the state normal schools.

A. B. 959, New Act. Merriman.—This special act makes the fourth Friday in October Frances E. Willard day and requires schools to hold suitable exercises on that day.

A. B. 983, Sec. 1665. Roberts.—This act is drawn in blank.

S. B. 22, Sec. 308a. Sample.—Sec. 308 forbids the teaching of German or the circulation of any German publication in any school or library, public or private.

S. B. 252, Sec. 1662. Sample.—Amends Sec. 1662 by raising kindergarten age from 4 to 4½ years.

S. B. 525, Special Act. Burnett.—This special act forbids any regularly employed teacher of any public school, college, or university to do any private teaching, directly or indirectly.

S. B. 618, Special Act. Inman.—This special act provides the manner for depositing newspaper files kept in recorder's office in free public libraries.

APPROPRIATION BILLS

A. B. 198. Bennett.—Appropriates $50,000 for university extension work, for child welfare work.

A. B. 240. Saylor.—Appropriates $3000 for California School for the Deaf and Blind for readers for university students.

A. B. 241. Saylor.—Appropriates $1500 for California School for the Deaf and Blind to buy books.

A. B. 247. Saylor.—Appropriates $9300 for improvements for California School for the Deaf and Blind.

A. B. 308. Wright.—Appropriates $710 to improve heating plant of San Jose Normal.

A. B. 318. Prendergast.—Appropriates $5000 to make repairs at San Francisco Normal.

A. B. 414. Fleming.—Appropriates $1500 for repairs at Los Angeles Normal.

A. B. 476. Hughes.—Appropriates $10,000 for water system at Chico Normal.

A. B. 477. Hughes.—Appropriates $6000 for repairs at Chico Normal.

A. B. 481. Cummings.—Appropriates $650 for painting buildings at Humboldt Normal.

A. B. 530. Lindley.—Appropriates $3000 for repairs at San Diego Normal.

S. B. 196. Duncan.—Appropriates $10,000 for building a trade school unit at Chico Normal.

S. B. 374. Duncan.—Appropriates $32,000 for building a trade school unit at Chico Normal.

N. B.—Other appropriation bills for state schools have gone to other committees than education. I was not able to secure copies of same.

ASSEMBLY CONSTITUTIONAL AMENDMENT

27. Brooks.—Amending Sec. 2 Art. 9, providing that the superintendent of public instruction shall be elected by the board of education to serve at the pleasure of the board. He shall receive a salary equal to that of the secretary of state.

SENATE CONSTITUTIONAL AMENDMENTS

12. Lyon.—Amending Sec. 2, Art. 4, so as to provide for an annual poll tax "on every male inhabitant of the state." The amount of the tax is not fixed in the bill. (It will be remembered that the poll tax before the same was abolished in this state was used very largely in the payment of teachers' salaries.)

14. Jones.—Amending Sec. 2, Art. 9, providing for the appointment by the state board of education of the state superintendent of public instruction, the latter to hold office at the pleasure of that body; provided any person elected to said office before the adoption of the measure shall continue to hold office until the expiration of the term for which elected. Repeals Sec. 10, Art. 22.

20. Jones.—Amends Sec. 7, Art. 9, eliminating the provision that the legislature shall provide for a board of education in each county, and providing for the examination and certification of teachers through legislative act rather than through county board and county superintendent, as now

21. Jones.—Amending Sec. 3, Art. 9, providing that in "each city of the state, operating under a charter * * * shall constitute a separate school district and all territory of each county not included within the boundaries of such city or county shall constitute a separate school district." Each of such school districts shall be governed by a board of education, elected by the people; such board to appoint a superintendent of schools.

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Housewifery: A Manual and Textbook of Practical Housekeeping, by Lydia Ray Balderston, A. M.; 176 illustrations, 8vo., cloth; net, $2. J. B. Lippincott Company, publishers. The accepted fact today is that every competent housewife must become as proficient in her realm as the business man is in his. Students of this art now include the individual home woman, study groups of rural extension and club women and pupils of the housekeeping courses given by schools and colleges. Miss Balderston's book will meet the needs of each of these classes fully and inspiringly. The volume is the outgrowth of many years of experience in housekeeping and in teaching housewifery to groups of practical housekeepers. Table of contents is as follows: I, Housewifery as a Business; II, Plumbing; III, Heating and Lighting; IV, Equipment and Labor-Saving Appliances, I; V, Equipment and Labor-Saving Appliances, II; VI, Household Supplies; VII, Household Furnishings; VIII, Storage; IX, Cleaning and Care of Rooms, Beds, Bathroom, Kitchen, Metals; X, Cleaning and Renovation; XI, Disinfectants and Fumigants; XII, Household Pests; XIII, Suggestions for Teachers. Women are no longer satisfied to be household drudges. This book points the fact that home-making is not only an art, but a fine art which appeals to the deepest instincts of the normal woman.

* * *

The people of San Diego recalled three members of the Board of Education by election on December 3. This is the first time the recall has been used in school fights. The fight in San Diego was very bitter and the members of the Board who attempted to discipline teachers for political activity were recalled.

* * *

The City Board of Education of San Bernardino sent out a hurry up call for teachers on January 30—married or single, male or female, young or old.

* * *

The new spellers of the State textbook series are ready for distribution, the State printing office having turned out 176,000 of book No. 1 and 135,000 of book No. 2. Ten thousand manuals for the use of teachers in becoming acquainted with the new system of instruction will be sent out soon. Dr. Grace M. Fernald of the Los Angeles Normal School is the author of these books. Psychology will form an important factor of the method, which is original to California. The number of words is reduced from 6000 or 7000 in the old speller to 2500 in the Fernald books.

* * *

The Pasadena High School reopened on February 10, after a long vacation. Three weeks, one day, one hour, to be exact, according to Mr. Walter C. Wilson, the principal, had been the attendance for the term up to this time.

Mr. Wilson reports that the correspondence work has been thoroughly satisfactory. Most excellent results have been obtained among 80 per cent of the students. Exceptionally good work has been done in History, English and Mathematics. Little emphasis needs be placed on composition work for the rest of the year.

The students, who had done good work during the recess period, were all passed and the school opened with a new term.

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Many orders for from 100 to 1000 copies were placed, according to population, and those who did not buy expressed their purpose to do so in the near future. This book is not a temporary war compilation, but like McGuffy's old fourth reader has staying qualities, and it will be used for the next twenty years.

* * *

Will C. Wood, Superintendent of Public Instruction, sent out a frank and friendly letter to city and county superintendents and to school officials generally throughout the State asking for their hearty co-operation. The letter is an earnest and sincere plea for high-minded service.

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MEETINGS

Bay Section the California Teachers' Association; Wm J. Cooper, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal. Meeting week of May 7.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the California Teachers' Association; E. E. Brownell, Gilroy, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone.

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ON WHEELS—A PERSONAL RECORD

At the Capitol, Social Center Work, Planting Trees, Oroville, Etc., Etc.

The freshness of spring is in the green grass and many colored blossoms of the trees. The air of the night and day is full of perfume. A trip through California at this season of the year is a continued delight. I dropped in at the Capitol, Sacramento, on my way to Oroville to see the educational committee and the State Department of Education under the new leadership of Will C. Wood in action. Mr. Wood, in spite of his democracy, was recently admitted as a kinsman into the society of Kingly thought, on account of his beautiful tribute to Thomas L. Heaton. He wrote it in as delightful English as Shakespeare used when he had Hamlet say to Horatio, "If thou didst ever hold me in thy heart, absent thee from felicity awhile in this harsh world draw thy breath in pain to tell my story."

The educational committee of the Assembly, Mrs. Elizabeth Hughes, chairman, on Thursday afternoon, March 6, gave consideration to the bills to increase funds of the elementary schools. Superintendent Wood, Commissioner of Vocational Schools E. R. Snyder, A. C. Olney, Commissioner of Secondary Schools, and Job Wood, Deputy Superintendent of Public Instruction, were on the job (spelled the same as Deputy Wood's first name), with facts, figures, charts and logic. Among the interested and interesting wall flowers was Mrs. Amy Steinhart of the Public Education Society of San Francisco, who is a very charming personality, but has not learned that educational reforms to be of value must be initiated by the teachers. Leadership, based on authority of law without public sentiment back of it, has been badly crippled. It was an old schoolmaster who insisted that "you can govern only with the consent of the governed. That philosophy has played havoc with the old-fashioned autocratic leadership in European countries.

Another wall flower was Miss Wilhelmina Van de Goorberg, who is from the land of the olive, the wine and the poinsetta. She watches every new motion and halts at every period in the proposed school legislation. She is not a self-appointed lobbyist, but a real representative of the teachers. She was elected by as many votes as the average assemblyman. She wins her way by the under-estimate rather than the over-estimate of values. She is as modest as she is keen. Just why the teachers do not elect her to the Assembly or Senate as their representative instead of sending her as a lobbyist, I do not know. Miss Shelton, who represented the grade teachers of the Bay section, was also present. She is thoroughly imbued with the idea that the grade teachers belong to the submerged classes, and now that the submerged are about to be super-merged the grade teachers will receive justice.

The educational committee, under the leadership of Mrs. Hughes, seems open-minded and desirous of getting the very best possible results. The questions discussed, however, on the afternoon I was present were mere matters of detail, with the exception of the increase of school funds, which should have been attended to by the clerks or the legal department of the State.

At the superintendent's office I met Wm. Inch, who is at the head of a wonderful high school plant at Lodi, and who told us a mighty good story of Strickland Gillilan, the lecturer, who had been at Lodi recently. I also met H. J. Wilcox, principal of the Eldorado County High School, at Placerville, and who is making a splendid record.

The many friends of Mrs. Minnie O'Neil will be delighted to hear that, as assistant superintendent of schools of Sacramento City, she has an interesting field of usefulness. She has four boys in the army. Two were under fire in France. There are few women in the service who for graciousness,

LETTER FROM A TEACHER

To school directors, superintendents, governors and psychologists:

I have read that the Legislature and other governing bodies intend to provide funds for a substantial increase in teachers' salaries. This is good. It will not, however, solve our problems. I am not writing for myself, because I am sixty years of age, and by thrift and by giving my body a living sacrifice not unto the Lord, but to the children, I have saved $900 in cash, $2000 in Liberty Bonds, and will shortly go on the pay roll created by Teachers' Retirement Salary law. My needs are few. I write in behalf of the teachers who bear the burdens of our educational posterity, teachers whose drooping shoulders and sapless physical forces show all too plainly that they are not the real mothers of the men and women who will make the history of tomorrow.

Will the increase of salary make amends for the social crime you have inflicted upon them by rules, regulations and laws that do not give them the same privileges that your mothers had?

Will an increase of salary give to teachers the freedom, the social prestige, the equality, the opportunity that we teach should be a part of the life of every boy and girl, and which is a part of our literature and our philosophy? The teachers plead for more than salary. We want life—again I plead not for myself, for I always taught here in San Francisco and have had an easy conscience and could enjoy life abundantly, even wine dinners occasionally, although there are two women in my district who would start a petition to have me discharged if they knew it. But what of my sister teachers whose lives are narrowed down to the street that leads nowhere and the only by-paths are blind alleys? I therefore close this letter in asking you school directors, superintendents, and governors to change your petty rules, regulations, laws and philosophy so that teachers may have other than a collateral consanguinity relationship to posterity, that money shall cease to be the ultimate rule of life, that neglect and sympathy shall cease to be the only reward for those who have spent a lifetime in teaching. More salary is a fine temporary expedient, but we want a thorough readjustment of life, that will harmonize with the ideals we teach.

Yours truly,
March 20, 1919. E. C. S.

efficiency and real worth are the equal of Mrs. O'Neil.

Superintendent Hughes had just returned from Chicago, where he attended the National Superintendents' Convention and was greatly interested, especially in the national movement of grade teachers for larger salaries and closer organization and affiliation with labor organizations.

Superintendent Chadsey of Detroit, who has just been appointed superintendent of the City of Chicago at $18,000 per year, was formerly a student of Stanford University at the time Superintendent Hughes was gathering his educational wild oats.

Superintendent Hughes has put Sacramento on the educational map, and on account of his fine record has a national reputation as a man who has the strength and capacity and enthusiasm to attain the maximum of achievement.

At Marysville I called on Superintendent Jennie Malaley. She is county superintendent of Yuba County and city superintendent of Marysville—a rather unique position. She has been holding a series of successful local institutes, and the hour I was in her office the telephone was ringing and callers were frequent on account of the board of health's orders in reference to the vaccination of children due to the prevalence of smallpox in the city.

I found Mr. Kynoch, the supervising principal, with a group of children planting trees in the park in honor of Luther Burbank. The singing, the speeches and the tree planting were of unusual interest

At Oroville I gave Uncle Sam, Jr., with some remarks on social service versus social justice to the social center. Oroville was one of the first towns in the State to organize a real "social center." Mrs. Ada Jordan Pray, who as Ada Jordan did so much for music in the schools of California, is a leading spirit of the community, and has succeeded in making the social center idea a real success. Miss Essae Culver, the librarian of the Butte County Free Library, works with her, and centers are being conducted along with the library work in different sections of the county.

I was entertained by H. P. Short, who for ten years has been the superintendent of the Oroville Schools. He has bachelor quarters, and gave me a breakfast of grape fruit and oranges from his own trees, and waffles—such waffles that if made by any other chef would have his own name tagged to it. Believe me, that waffles a la Short means 100 per cent good.

Oroville is on the map. It has just organized a new chamber of commerce with a large publicity fund. It has the largest olive mills in the United States, and acres and acres of olive groves, oranges, lemons, etc. This was the home of Governor and U. S. Senator George C. Perkins, of A. E. Boynton, and of many men who have achieved success. There is the romance and history of "pioneer days" that thrill and interest the new generation. I will always remember with delight the hospitality and the charm of the good people of Oroville.

Mr. A. Haven Smith is dean of the Junior College of the Riverside Boys' High School. He is head of the Science Department and has a fine corps of assistant in Mr. A. S. Orcutt, biology, Lewis E. Gilson, chemistry; Geo. M. Turner, physics.

The question of salary is very vital to the school men and women at the present time. There is a group of optimists who believe that the salaries are bound to be raised and that a teacher may be expected to be financially rewarded in teaching to the extent as such ability would be rewarded in other lines of endeavor.

There are men who say that such a state of affairs has got to come. If we can raise twenty-five billions to tear down we ought to be able to raise five billions to build up.

If the educational process is the greatest thing in life through which a man attains moral, physical, mental and material happiness, why is it not supported to that extent? These old-time thoughts are coming more and more persistent both among the teaching force and those taught. If a new age is dawning, why not let it dawn in the schools, which are closest to the people?

But only thirteen per cent go on to higher educational work in the high school and college. The thirteen per cent want better educational facilities. The opinion of the 87 per cent is going to shape our educational force, unless we have men and women big enough to shape that mass—we shall travel the same old road.

To the thirteen per cent the school man or woman is an underpaid missionary. To the 87 per cent the teacher has a soft snap. So there you are.

The Beaumont High School has the record of not closing on account of the influenza epidemic. Mr. H. Kraemer, the principal, consequently is not worrying about abbreviating courses of study. The number of students in the schools have fallen off somewhat owing to the moving of the Southern Pacific shops.

Mr. J. W. Means, principal of the grammar school at Banning, has a very clever way of accomplishing physical education requirements through vigorous running games.

Mr. David P. McAlpine, principal of the Boys' High School, Riverside, welcomes the coming of more thorough compulsory industrial education. He says he has the men already trained to do the work, who have such courses already planned out. The school is not dependent upon textbooks to carry on the work.

Furthermore, Mr. McAlpine said that the time had come when they were going to pay their industrial men such salaries that outside business concerns could not take them away after they had been broken in.

Mr. McAlpine, while he believes that there is a great place for men in the educational field, believes also that the remuneration should equal that which such ability could gain in other fields.

Mr. Arthur G. Paul, formerly registrar at Occidental College, is head of the History Department and the Evening High School at the Boys' High School, Riverside. Mr. Paul has direction of the University Extension service in Riverside county.

Mr. McAlpine and the University of California are working hand in hand in University Extension work. The entire service is handled through the faculty of the Boys' High School.

Mr. F. P. Taylor, principal of the Girls' High School, Riverside, is attempting to make all courses in the sciences thoroughly practical and understandable to the average girl student.

Mr. Larkin Louis Beeman, principal of the San Bernardino High School, is at the head of a magnificent school. He has had the opportunity of growing up with it and seeing it expand to its present proportions.

Mr. Charles Edwin Griffin is head of the San Bernardino chemistry department of the San Bernardino High School. He has a very good class of students to deal with.

Mr. Ray E. Chase, head of the biology department of the Manual Arts High School of Los Angeles, is an exceptionally good talker on anything from biology to State school politics.

Owing to the death of Roy B. Stover, Mr. G. H. Jantzen, principal of the Colton High School, has been elected to serve out the year as superintendent of the San Bernardino schools. He divides his time equally between the two places.

The Colton schools are immaculately kept under his direction. Colton has an exceptionally good set of janitors.

Miss Eudora Allen, principal of the Intermediate School of San Bernardino, up to the time of Mr. Jantzen's election, had been acting in the capacity of school superintendent.

Miss Hettie Withey, head of the history department of the Colton High School, has just been chosen vice-principal. She has entire charge of the running of the school and owing to Mr. Jantzen's many duties is left in entire control. The school is being run admirably under her direction. The orderliness of the children is a rather noticeable fact.

Miss Olive Clark of the science department of the Colton High School, conducted laboratory classes all through the epidemic, so that the students were not behind in their work when school recommenced.

The Coronado City School is always a pleasant sight to see. The building is one-storied with glass doors, so that the greater part of the year the students are almost studying out of doors with just a roof over their heads. The soft ocean winds blowing through the rooms make it very comfortable for the students. Mr. William A. Pratt, the supervising principal, has most ideal conditions to work with.

Mr. Fred A. Boyer, who was principal of the Escondido Grammar School last year, is principal of the Coronado Grammar School.

San Bernardino is at the commencement of a great building era in her elementary

schools. She has outgrown her present buildings and an attempt is going to be made to build some up-to-date plants.

Mr. Martin W. Perry, principal of the Escondido High School, has quite a neat plant and grounds. The building was built for a Methodist seminary over thirty years ago and has through alterations come to be a well-equipped school.

Miss Margaret McSweeney is teaching Spanish in the Escondido High School.

Mr. J. Lewis Chambers, head of the science department of the Escondido High School, is intensely interested in the citrus industry of the valley and attempts to give practical aid to the students in this subject.

Miss Beatrice C. Tabor is teaching the seventh grade of the Escondido Grammar School.

Miss Beulah W. Howland, principal of the Escondido Grammar School, has a very fine corps of young assistants.

Miss Rose E. Gehrkens is handling the music in the National City schools.

Mr. Francis G. Goodenow, principal of the National City High School, is looking forward to the securing of a new high school building on a tract of land acquired for the purpose.

Mr. Erle G. Spafford of the National City High School, teaches classes all day, does the military training at National City and then goes down to Chula Vista to give the drill to the boys there.

Mr. Frederick F. Martin, supervising principal of the National City schools, has a very compact system. The grammar school and high school are in the same set of buildings. The system has grown so rapidly of late that the grammar school is going to take over the entire present plant, while the high school hopes to obtain a new building.

Mr. B. O. Lacey, head of the physics and chemistry department of the San Diego High School, is intensely interested in the treatment of alternating currents in physics. He thinks it one of the most important phases of the course in electricity. The school is abundantly provided with apparatus in this line.

Mr. Lacey believes that the majority of teachers who skip over this subject do not know enough about it to present it simply and intelligently.

Mr. J. J. Greenhead of the manual training department of the San Diego High school, is attempting to make the course thoroughly practical.

Miss Laura F. McDermott is a very enthusiastic teacher in botany in the San Diego High School.

Mrs. M. B. Davis, head of the home economics department of the San Diego High School, has been busy with Red Cross courses on those lines among the women of San Diego.

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Mr. Edward L. Hardy, president of the San Diego Normal, has a school of such size that he can give a great deal of personal guidance to his staff and the students under him.

Miss Vinnie B. Clark of the San Diego Normal faculty believes that the elementary schools should be manned by women and that the principalships should be held by women.

Miss Georgia B. Coy, head of the biology department of the San Diego Normal, is giving excellent courses in the biological sciences.

Mr. J. N. Kendall is teaching the biological sciences in the Orange High School.

Mr. C. F. Peck, head of the science department of the Orange High School, is intending to move near his ranch at Stockton next school year.

"Tad" Weiman, one of the greatest foot ball stars Los Angeles High School ever turned out, has just accepted a position in the physical training department of the Los Angeles High School. He has just returned from Elington Field, where he was training as a bomber. "Tad" left Michigan for the service in his junior year. While at Michigan he made his mark on the football team and was called a great player. For the present he will hold down the job at the Los Angeles High, but he

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has hopes of finishing up at the University of California.

Mr. A. D. Hoenshel, principal of the Orange High School, is making a reputation as a very efficient managing principal.

The supervising principal of Orange, Mr. Geo. C. Sherwood, although a new man to the State, is making himself felt in Southern California as an educator and speaker. Mr. Sherwood was at Calexico last year. He came to the State from Colorado, where he was prominent in educational circles.

Mr. W. A. Nord, head of the science department of the Santa Ana High School, is a teacher who is satisfied with the position he occupies. He likes teaching and helping the youngsters to an understanding of scientific problems.

Mr. Nord thinks that the junior college system will be doomed to failure unless teachers are obtained of college brand. He thinks a failure may be expected if teachers prepared for high school work attempt to handle junior college courses.

Mr. A. R. Clifton, superintendent of the Monrovia schools, reports exceptionally good work done in the schools.

Dr. Jeremiah M. Rhodes, superintendent of the Pasadena schools, is a great student of poetry and an admirer of contemporary poets. He is working on an anthology of war poetry.

Miss Cleonice Eloise Howery is teaching domestic science in the Burbank High School. Miss Mildred Aiken handles English in the same school.

Azusa has a magnificent site for its high school building. Mr. Floyd S. Hayden, the principal, has charge of a very prosperous school.

The Compton High School, under Mr. O. S. Thompson, is fast becoming one of the most active high schools in the south.

"Harry" H. A. Kirkpatrick, one of the best trading and baseball men ever turned out by Occidental colleges, is handling physical training, athletics and military drill at Compton High School.

Miss Eleanor B. Green, teacher of physics in the Glendale High School, is an exceptionally enthusiastic teacher.

Miss Florence Loomis, head of the English department of the Glendale High School, lays the blame for a certain amount of sluggishness of pupils in Southern California upon the parents. She says the parents tell the children that the climate is unfitted for strenuous intellectual exercise, and the child readily acquiesces.

Glendale ranks fourth among the towns of Los Angeles County in elementary school attendance, according to Superintendent R. D. White. Mr. White was in the Coast Artillery at Fort McArthur. He had just passed the examination for the O. T. C. at Fort Monroe, Virginia, when the armistice was signed. Mr. White handles the drill in the schools.

Redondo has a high school that was built to take care of the growth of the city for years to come. The attendance is over two hundred and fifteen hundred to two thousand students can be handled. Mr. C. A. Langworthy, the principal, has a school in which he can grow along with the community.

On the third floor of the Redlands High School is an exquisite Roman room finished in marble with a pool in the center of the floor.

Miss May Mohn, head of the domestic science department of the Redondo High School, has a very complete and excellently arranged department for the teaching of the arts of the housewife.

Miss Diantha M. Haynes, head of the science department of the Redondo High School, is one of the most wide-awake science teachers in the South.

Venice High School is one of the largest and best equipped schools in the southern part of the State. The attendance is small, a little over two hundred, while the capacity of the plant is around two thousand. The principal, Mr. Edward W. Clark, has collected an excellent corps of teachers. The salaries as a whole run above the average and men teachers predominate. This school shows what can be accomplished if the money is forthcoming.

Miss Grace M. R. Abbot, teacher of biology in the Venice High School, has had the pleasure of developing her work and laboratories for the past seven years.

Mr. Edwin R. Hadley, head of the science department of the Venice High School, lays a good deal of emphasis upon organic chemistry.

Clarence L. Gates is head of the commercial department of the Venice High School.

Mr. Harry Winebrenner, who teaches plastic art in the Venice High School, attempts to teach the student something that will be of practical use. He has boys who can go out and make good wages doing stone-work lettering, etc.

Mr. U. S. Durfee is superintendent of the Whittier Grammar Schools. Whittier needs new school buildings and a campaign to secure them is a near thing of the future.

Mr. O. C. Albertson, the principal of the Whittier High School, has a district whose property valuation is the largest in the State. This is due to the fact of the Whittier oil fields.

Mr. L. Stephens, superintendent of Long Beach schools, has a rapidly growing school system. There were some 1200 more students in school in Long Beach the first of the year than last. Long Beach is planning the erection of a $175,000 reinforced concrete building to replace the grammar school building recently destroyed by fire.

The Santa Monica schools, under the superintendency of Mr. Horace M. Rebok, are thriving exceedingly. Santa Monica has now more than ten grammar schools.

Mr. J. C. Owen, head of the chemistry department of the Pomona High School, gives his students a great deal of real chemistry. It is somewhat more advanced than the average.

Mr. Wirt C. Williams, principal of the Glendora Grammar School, has an orange and lemon grove. He is able to make out an income tax report. A great many school men wish they were so fixed.

Miss Mabel B. Peirson, head of the science department of the Pasadena High School, is ranked by schoolmen of the South as being an exceptional teacher and of having one of the best departments in this part of the State.

The Horace Mann Intermediate School of San Francisco recently received recognition for the superiority of the work being done in the penmanship department.

The handwriting experts — Zaner and Bloser Company of Columbus, Ohio— awarded three of the coveted Zaner high school certificates to three of the pupils— Anna Gau, Marjorie Loring, Eugenie Rolph.

Miss Mary W. Meehan is the teacher in charge.

New Tendencies in Education

The meeting of the Department of Superintendence of the National Educational Association, held in Chicago, February 24-March 1, showed clearly that much attention is to be given to the Social Sciences, to Vocational Guidance and Instruction, and to Physical Education.

We invite your attention to the following oooks along these lines:

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Beard and Bagley—History of the American People	$1.20
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Coddington Teachers Agency

MEETING OF EXECUTIVE BOARD, CALIFORNIA FEDERATION OF SCHOOL WOMEN'S CLUBS

The executive board meeting of the California Federation of School Women's Clubs was held on Saturday, February 8, at 239 Geary street, San Francisco. The meeting was called to order by the president, Miss Margaret Burke.

Representatives were present from San Francisco, Oakland, Berkeley, Sacramento, San Jose and San Mateo.

Minutes of the previous meeting were read and approved.

The president then presented the plans for the luncheon, and in view of the fact that the bills on school legislation are of vital interest to all and should be given preference on the program, it was moved by Mrs. Partridge, seconded by Miss Bray, that the president, if necessary, postpone the reports of delegates until the next regular meeting.

The question of a year book was introduced by the president, and it seemed inadvisable to attempt such a book this year. Clubs, however, will be asked to send in reports of the year's work, which may be kept on file.

Correspondence on hand was then considered. The first communication read was relative to endorsing the bill on bureau of child hygiene, now before the Legislature. After due consideration it was moved by Mrs. Partridge, seconded by Miss Keofe, that, "Because the bill is not clear, and because of the vast importance of such a measure, that it cannot be approved without a more detailed study of its various phases, the executive board of the federation does not endorse it."

A letter from San Jose enclosing a check for $10.55 for 137 members was read. The amount being too great, the treasurer was instructed to return all above per capita dues of 5 cents each.

Informal discussion of cabinet member of education, salaries, the federation of teachers with labor, and the bill providing for county unit of organization, followed.

There being no further business, the meeting adjourned. Respectfully submitted,

ELSIE NORTHRUP, Sec'y.

MEETING OF THE CALIFORNIA FEDERATION OF SCHOOL WOMEN'S CLUBS

Palace Hotel, February 22, 1919.

About three hundred members, representing all parts of the State, attended the luncheon. Miss Margaret C. Burke, president of the Federation of School Women's Clubs, presided. A very interesting program was given, the subject of discussion being the need for improvement in our school system.

Mrs. Elizabeth Hughes of Oroville, chairman of the committee of education in the California Assembly, gave a most vital and enthusiastic address upon the educational bills before the present Legislature. The present law providing for compulsory education, is amended and made more effective. Under the present law certain children are exempted from attending public school. The proposed law provides that the education of these children should not be neglected, as has often happened in the past. For example, private schools must have the same standards as public schools and the instruction must be in the English language. Children who receive their education at home must be taught by a competent person and the instruction must be given during daylight hours in a systematic manner.

Another bill of very great importance is that providing for part-time education. This is designed to assist in solving the problem of the boy or girl who must leave school to go to work. Employers must allow such children four hours per week for study.

In order to enforce the provisions of these measures, a bill has been introduced requiring the registration of minors. More money is needed for elementary schools, and therefore it is provided that the appropriation be increased from fifteen dollars to seventeen dollars fifty cents per capita.

The second speaker was Senator Herbert L. Jones of San Jose, chairman of the educational committee of the Senate. The theme of his address was the new philosophy of government, the social viewpoint. Education must contribute to this new philosophy by giving all children training needed for the social welfare. The speaker discussed the present low position of the teacher on the wage-scale, stating that improvement must be made in this direction, that molders of children's characters should certainly receive compensation more nearly equal to that of other workers.

Other speakers were Judge George Cabaniss, Mr. Harr Wagner, Mrs. M. M. Fitzgerald and Miss Alice Rose Power, newly-appointed member of the San Francisco Board of Education, and Superintendent Agnes E. Howe of Santa Clara County.

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TWO FINE ADDRESSES

By A. E. Winship and P. G. Holden

On the evening of February 25, 1919, during the convention of the Division of Superintendents, N. E. A., in Chicago, Mr. M. L. Bernstein, director of the Western Educational Advertising Agency, entertained at dinner at the Congress Hotel, editors and other representatives of a number of the leading educational publications.

At this dinner, Dr. A. E. Winship, editor of the Journal of Education, Boston, Massachusetts, gave an informal address in which he referred to the educational work that is being done by Professor P. G. Holden, director of the Agricultural Extension Department of the International Harvester Company. Among other things, Dr. Winship said:

"It is a great pleasure for me to meet with the brethren; some of you I have known for a number of years, and I want on your behalf to express our appreciation of the courtesy of Mr. Bernstein's invitation to this dinner. I think it is a very creditable and a very delightful recognition.

"I feel that I must say some things regarding Prof. P. G. Holden, and the work that he represents. I have taken a very lively interest in that work ever since it started, because I took a very lively interest in Mr. Holden many years ago. He is one of those men who have always had a vision that has never degenerated into a nightmare. It has always been more than a dream. He is never satisfied with a dream, and certainly has never had a nightmare, but he has had some mighty big visions. I think no other man in America has done so much for the farmers, especially from the standpoint of safeguarding the farmers from ills and evils, and from the standpoint of constructive help.

"I knew Dr. Holden intimately when he was conducting his famous corn train in Iowa. I remember well when he used to go into a field of corn and walk diagonally through the field, making a note of the number of stalks that had no ears on them, and then coming out and telling the owner of the field, who had declared it was a mighty fine field of corn, how large a proportion of the hills contained stalks without ears.

"I remember when he used to take with him three ears of corn. They looked just the same, and he would hand them out to these farmers and ask them to tell which of the ears was the best for planting; and the farmers would say almost invariably that there was no difference at all. Then Holden would have ready some demonstrations and rag doll tests which showed that one of them was one hundred per cent strong, one of them very weak, and the other good for nothing.

"I was down in Arkansas this year when the Governor returned from a trip up north. He came back to Arkansas and told the people how many millions of bushels of corn Iowa and Illinois had produced—much more than they could have produced but for the campaigns and demonstrations conducted by Mr. Holden in years gone by.

"But his field of operation today is even a greater marvel of efficiency. I think that anybody who can get a great institution like the Harvester Company with its large resources so greatly interested in his work that it is exceedingly ready and willing to put over any idea he may have for the welfare of humanity and the betterment of the world, deserves the highest praise, the keenest appreciation.

"I see Holden from angles that you probably do not. He has had, and still has, visions that will never be put over unless fellows like we get behind them. He has a scheme of rotation in education that has in it elements which I think signify as much to education as the testing of corn ever signified to the agricultural world. I think what he chooses to call rotation has in it just as much vitality and virility for the school world as his success in promoting the testing of corn had for the agricultural world, and that is why, I suppose, Mr. Bernstein has asked me tonight to speak to you regarding this one of the many phases of Mr. Holden's activities.

"The superintendent of a school has a fine scheme of project work and he puts that over this year. He extends it a little next year, but it is routine work with those children after the first year. If the children see an older brother or sister doing certain things and explaining them, the edge is all off when the time comes for them to do it.

"Now, Holden has a conception which has gotten hold of me very strongly, and that is this: In a school, and especially a school where all the grades are in one room, nothing should be taught above the third grade more than one year. In the first three grades children are given the machinery and the teachers who have adequate wit can give all the machinery or tools during the first three years. After that, nothing should be taught in that school oftener than once in four years. For instance, you will see a school this year running at high pressure on crops, a school garden, and things pertaining to agriculture. They get at white heat this year and next year there ought not to be anything of that sort at all. They ought to study and work at making things in that school next year. Every child above the third grade ought to be dong these things with their hands, tying knots, splicing rope, using hand tools, equipping themselves from that standpoint the whole year through, running wild with enthusiasm.

"I shall never forget how I felt when Holden asked me which end of the thread I would tie a knot in after the needle had been threaded. I had never supposed it made any difference which end of the thread was tied. If you tie it on one end, it is all right; if you tie it on the other, the devil is to pay. That is along the line that I am explaining. Boys ought to know a multitude of things—things that everybody ought to know.

"If you keep changing every year, in the four years you have taken to complete the circuit no child in that school has ever had an arrested development or loss of interest.

"Underneath that I think is a great pedagogical principle heaven high above a lot of things that we are having served up to us along the line of activities. There is all the difference in the world between psychology in action and cold storage psychology. We have been peddling cold storage psychology; and now we want psychology in action. It is just the same as the difference between morals in action and morals in books. That is all that I think I need say, except this, and this is for you brethren:

"There is but one combination in the world that can put that thought of Holden's before the world and make it go. You could do it by getting behind a movement of that sort and putting it across. I think we ought to feel that and realize that our mission is a mission really worth while. I feel that very distinctly, that we have an opportunity, and I do hope that we will work together on some of these lines.

"I see marvelous things in store for the country school if we can put across Mr. Holden's plan of vitalizing agriculture and rotating the subjects. The rotation plan is attracting wide attention. It is an idea that is destined to sweep through the entire educational world. It is destined to bring about important changes for the benefit of our schools.

"Already it is taking possession of Missouri. It is speeding into Nebraska and the Dakotas.

"Why has it changed disorganized schools into beehives of activity, increased the salary of teachers, aroused tremendous community interest in the schools, resulted in numerous petitions from pupils, teachers and patrons that the plan be continued?

"Because it puts life in the schools—teaches children in the language they best understand—in terms of their own lives. It is not teaching the same thing year after year. It maintains interest, arouses enthusiasm. It is not a theory—a dream. It is not even an experiment. It is a practical reality. It works in over 200 schools in Missouri."

At the conclusion of Dr. Winship's remarks, Mr. Holden was called on and said, in part:

"I think you will appreciate that this is somewhat embarrassing. I do not know whether it is Dr. Winship's or Mr. Bernstein's idea that is put over on me here. Of course I would be cold-blooded indeed if I didn't appreciate the very kind invitation to this banquet and I would certainly be cold-blooded and very inhuman if I didn't appreciate the remarks, however much they may have been exaggerating or over-estimating any qualities I may have. I can only say that I do feel that Dr. Winship has in some way been able to discover some of the things that I have had in my mind and my soul and my heart and wanted to do. I have a feeling that a man's life can be measured only by what he is able to accomplish in the way of service to humanity. I feel that the greatest thing in the world is a human being; that the next greatest thing is that which helps to make a greater human being.

"Two things make a great country—good soil and good people. We have wonderful soil, but it wasn't worth much when the Indians owned it. So it all comes back to the question of humanity; the world is measured by its human beings.

"There is only one way, then, of making a great nation, made up of great human beings, and that is to educate them. We can't select the best people as we select the best livestock; we must take people as they are.

"That leads me to say, as I have said many times, that these educational journals, editors, salesmen, advertising managers—these educators, through their papers, are absolutely the greatest factors in nation building that we have in the United States. I believe that in your hands lie more of the destinies of this nation than in the hands of any other people. And next to you are the teachers, through whom you do this work because they come in contact with these boys and girls, with their motives and purposes, their ideals and standards, with all the things that go to make our American citizens. So you can see, if I am to make every hour and every day count for

the most, I must do a good deal through you.

"Sixty per cent of our boys and girls are trained in the rural schools and I feel that our greatest problem today is the rural school. It does seem strange to me that we can run along in the old track without getting over in a sane track—teaching in terms of life. Great educators have talked of it, but very few of us have done it because the teacher didn't know how. She has been assigned lessons from the book, pages so and so, not realizing that there is no real education that is not brought about by the child's training in the things that concern him in his every-day duties.

"Dr. Winship touched upon what seems to me to be the next greatest step in the generalizing of our rural schools and that is the realization that every child of the average rural school knows what is taught in the sixth and seventh grades. The next year we teach the same thing. Instead, we should make it progressive. Why shouldn't we teach crops this year and another subject next year? People will listen to suggestions regarding a new thing, but if it is something they know about, they say: 'Oh, I know that; there is no use talking to me about it.'

"Let us vitalize things by rotating subjects and not teach the same things year after year. Whenever we rotate the subject of agriculture, we carry out the rotation of penmanship and spelling because the children will be spelling the words used in the agriculture lesson; their arithmetic will be the arithmetic of their problems in agriculture, etc. So why not teach crops one year—gardening and canning—and the next year teach the making of things, as Dr. Winship suggested? Two hundred schools are doing this in Missouri today. Seventy-three started last year with crops. This year they are making things; next year they will take up the subjects of dairying and milk testing and bugs and bees and birds and some cooking, and, the next year, crop rotation and drainage and irrigation, and a little decoration of the schoolhouse and something about the lawns and shade trees. Last year seventy-three schools in Missouri started this work.

"First I taught fifteen county superintendents and made them do the things that they were to carry out through the year. Then they said: 'Can't you come over and take our teachers and give them the same thing? We just feel that we could't give it to them as we ought.' I took four divisions in Missouri, gave them a week each, and they taught the subjects last year. I sent a woman to introduce it for the first day in each school. She taught it right there before them so they could see how it was done and how it excited those children right off! I went to five rural school districts of the State and took the only county superintendents in each district with their teachers and gave them a week's training. This year, instead of studying crops, they are making things. Next year they will take the live stock.

"I hope you will all come over to the office and spend a little time with us. I would like to show you some of the letters that we get from schools all over the country. We get hundreds of letters from those schools in Missouri. I can't tell you what it has done for those communities. Every teacher who took this work up last year is getting from ten to forty dollars a month more this year. It means that the people like it and they don't want to let those teachers go.

"I wish you could see the results of this work in the schools—how the mean boys have become good students and interested, and how they are begging for this work. I wish you could realize what it means to the school system. It is not only going to be rotation in agriculture but rotation in all the things that go into the rural school. We will never make our rural schools what they ought to be until we rotate the subjects. I wish there was some way I could express my appreciation to Dr. Winship for the kind words he has said. Dr. Winship is a man who will take hold of a new thing. He is fearless enough to go ahead and I hope that Dr. Winship will be left for many years to help build for this country a greater education.

"We can't make any mistake when we are trying to make American citizens. If I were President of the United States, I would bring together the thinkers of the country and I would ask them by what means we could develop this thought until we could put it into practice—that is, a home for every American citizen. Our country will never go to pieces when the people own their own homes. People will fight for their homes, but they will not fight for a boarding house. They may fight in it but they are not going to fight for it. There are some fundamental things which, if we spend our time on them, will do more than all other things put together in helping to make us a great nation. I remember a motto one of my old teachers gave us—'This day I will beat my own record.' Every one ought to try every day to do something that will 'beat his own record,' so that he can step out a little further in the world than ever before.

"It is beyond me to express my appreciation for the privilege of being here and meeting you educators face to face."

Miss Florence Boggs, formerly superintendent of schools of Stanislaus County, has been appointed to social welfare position in San Mateo County by the supervisors.

Paul Fleming of San Diego has been elected principal of the Longfellow school of Riverside. He will succeed Ira Landis, who is filling the unexpired term of County Superintendent Raymond Cree. Mr. Cree sailed from New York March 16 to take up educational work for the Y. M. C. A. in France.

E. H. Barker of Allyn & Bacon, author of a trigonometry published by P. Blakiston, Son & Co. of Philadelphia, was a recent visitor to his old home town in Nevada City, and the "Morning Union" gave him a two-column writeup—not an obituary, but a boost. He was principal of the Nevada City High School for eight years, and made a fine record.

Samuel J. Holmes, Ph. D., professor of zoology of the University of California and author of the most noted book of its kind, "Animal Biology," is delivering a series of lectures in San Francisco on "The Factors of Evolution in Man."

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MY COUNTRY

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State Superintendent Will C. Wood writes:

"My impression is that Turkington's My Country is right along the lines that need emphasis in our school work. In practically every public address I have made during the last two years I have spoken of the influence on the French people of the Manual of Moral and Patriotic Instruction published after 1871 by the French government. I believe this manual had a greater influence in strengthening the morale of the French nation than any other single factor. I hope that the little book you mention will fill the bill. Surely something of the kind is needed."

Superintendent William John Cooper of Piedmont has this to say about *My Country:*

"I have read My Country by Grace Turkington and think that it is a very great advance upon the current textbooks in civics for grammar schools. Particularly valuable are the questions and problems at the end of each chapter. Problems of this sort together with actual participation in civic activities will, I think, constitute the backbone of our future grammar school civics. You may be interested in knowing that I read this book while en route to Kansas City and leaving it on my seat one noontime, I returned to find the Pullman porter reading it. He seemed so interested that I loaned it to him until he had finished it. He wanted to know where he could buy it, as he was going to get a copy to give to his son when he returned from France. I take it you will consider this a tribute to the style in which the book is written."

San Francisco and many other California school systems are placing large orders for this exceedingly interesting little book, equally valuable for the native son and the foreign born. Copies of My Country will gladly be sent on approval to teachers and school officials.

Write us today.

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SAN FRANCISCO

Southern California Section

Under Direction of
HERBERT F. CLARK
Teacher of History
Sentous Street Intermediate School
Los Angeles, Cal.

Editorial

LOS ANGELES LOSES VALUABLE TEACHER

In the death of Gertrude Horgan, Los Angeles loses one of her most valuable teachers. Miss Horgan, as principal of a large school, was a competent administrator, a careful and sympathetic supervisor and successful teacher of children. She exemplified in her life the supreme consecration of a devoted woman to a worthy cause.

LOS ANGELES CAMPAIGNS FOR HIGHER SALARIES

Los Angeles teachers have risen to the dignity of real, modern campaigners. Their zeal in the various drives for war purposes taught them the value of co-operation and revealed to them the possibility of drawing funds from reluctant people. Hence the drive for an increase in salaries.

The various school organizations have federated, appointed a salary committee, made a campaign for funds, appointed an expert publicity manager, and have set out to enlighten the people concerning the work they are doing and the need for better consideration on the financial side.

The movement is in the right direction, the motive is a worthy one, and it is confidently hoped that the end will be attained.

W. C. BAGLEY ON THE CLASS ROOM TEACHER

Every class room teacher in the United States ought to get the November issue of School and Home Education, published at Bloomington, Illinois, and read what Mr. W. C. Bagley has to say on the status of the class room teacher. He depicts a tendency in modern education worthy the attention of all serious-minded teachers. For instance, he says: "The status of the class room teacher is becoming more and more akin to that of the 'hands' in a factory, working under foremen and superintendents who assume the real responsibility. More and more frequently, too," he says, "these foremen and superintendents in our schools are being recruited from a group who have never served an apprenticeship in the actual work of teaching boys and girls."

Some time ago we heard the chairman of a committee in a meeting to discuss the place of history and geography in a course of study, reiterate the statement, "I think this is what the superintendent wants us to do." One teacher on the committee became bold enough to venture her own opinion on the question, and was promptly informed that that may be so, but that isn't what the superintendent wants. In another committee meeting we asked a teacher why she suggested such a plan of handling certain material and her prompt reply was that that was what her principal had suggested.

The point is, the complexity of the overhead administration of a large city school system has the tendency to stamp out the individual initiative of the teacher. Everything is provided for her. Courses of study and suggestions from overhead supervisors are handed down to her ready made; the false notion commonly prevalent to appoint a superintendent, give him elbow room and hold him responsible for results, relieves the teacher of responsibility to parents. A short term with a group of pupils, a series of cut and dried recitations and the process is ordinarily completed.

Mr. Bagley makes a plea for some system of substantial rewards as against psychic satisfactions for a "National Academy of Teaching," and for some sort of a plan whereby the teaching force as a whole determine the educational policies of the schools.

In other words, we must some way or other reverse the hierarchy of the present day. Teachers must be made to feel a personal responsibility to their children, to the parents and to the taxpayers at large. They must some way or other do away with that erroneous, stultifying sentiment which we heard a president of a board of education give expression to—"It is not for a teacher either to commend or criticise the action of her superior officer."

As long as teachers are willing to be looked at in this manner, as long as they do things simply because somebody else says so, just so long will their positions and salaries be juggled as the Japanese show-boy juggles his Indian clubs.

MAN VERSUS STATE AND HIGH COST OF LIVING

It leaves one in a peculiarly confused state of mind to read Herbert Spencer's Man versus the State and turn from it to Frederick Howe's latest book, The High Cost of Living.

Mr. Spencer is so thoroughly individualistic in his philosophy and Mr. Howe argues all the time for a sort of co-operative socialism. Mr. Spencer feared that we were drifting toward too much "officialism"; Mr. Howe thinks we are too slow in taking over the numerous public and quasi-public utilities. Mr. Spencer's point of view is the development of strong individuals and thereby producing a strong State; Mr. Howe thinks that only through the State can the individuals be properly protected and developed. Mr. Spencer sees the State as a result of a long period of evolution; Mr. Howe sees it as a means of bringing about the present state of civilization.

The subject which these men discuss is extremely apropos at this period of world reconstruction, and it seems to us that Mr. Spencer has the better of the argument in the light of the great crisis through which we are going. We see the socialistic State of Germany attempting to subdue the rest of the world, with the individualistic United States coming into the field and searing the life out of the State developed by the Huns. David Jayne Hill sums up the Spencerian philosophy on the relation of the State to the individual by saying: "If the State were, in fact, a wise, beneficent and provident entity, capable of exercising a truly parental care in protecting the interests and preserving the liberty of the people, the only considerable evil resulting from its unlimited authority would be the weakening of the individual through his complete reliance upon his benevolent guardian, and the consequent suppression of personal initiative, effort and responsibility. But, in truth, the State posseses none of these characteristics. It is, in reality, merely a sum of legalized relations, in whose name and by whose authority certain definite persons, called the Government, control the activities of the community. These persons, drawing their salaries from the common store, secure in the possession of authority so long as they can suppress individuality and tighten the grasp of government upon the forces of the community, soon discover that they are in the seat of power, and that their prospect of retaining it depends upon the increase of their authority and the diminution of individual liberty. Hence government tends ever to become coercive, legislation more restrictive, and the State more omnipotent.

The above condition is as true in school affairs as it is in the affairs of State generally, and it behooves the lovers of democracy in that cause to be on guard against it and do all in their power to overthrow it.

All this quite in contrast with the ultra State-controlled agencies advocated by Mr. Howe.

WORLD LANGUAGE

(Des Moines News)

Attention, schoolmasters!

English is going to be the language of the world.

Even the Germans need it. (For large reasons, including future culture and commerce.)

English speech is made up of words adopted and adapted from pretty nearly every language, living or dead.

From the Philippine war it got "hike." From the world's war it gets "camouflage." That's one way the language grows.

It is the native tongue of the dominant people of the world today—the peoples to whom all other races look for food and freedom.

Language is the great bond of unity in any country.

America may study other languages for cultural or commercial reasons.

But English is going to be first and foremost.

Every citizen must have a chance to learn it.

More schools! More teachers! Better Americanization night schools!

These are the needs of Now.

Let's fill them. Schoolmasters, to the front!

NEWS ITEMS OF SOUTHERN CALIFORNIA

R. E. POLLICH
Juvenile Hall, Los Angeles

The news of the death of Miss Gertrude Horgan was received as a shock by her many friends in and about the city of Los Angeles.

Miss Horgan was principal of the Cahuenga School, where she had endeared herself in the hearts of the pupils, teachers and parents alike.

High School Student Activities

Elections and installations of student body officers are in vogue in the intermediate and high schools these days. Every school publication of recent date carries more or less space devoted to campaigns, elections, appointments, etc.

New Buildings

The Board of Education has authorized the expenditure of $5000 for the purpose of constructing a building on the Wadsworth School site. The building is for the exclusive use of children below par in their grade work. The new building will be under the general supervision of Dr. Sutherland, school psychologist, and under the direct supervision of Mr. Thurston, principal of the Wadsworth School. Children of the class to be trained here will come from all sections of the city to receive the advantage of the best teachers and methods obtainable for this work.

An appropriation of $100,000 has been made for a new building to be erected on the East Seventh Street School site. This will be one of the finest buildings in the city, containing many features totally new in school buildings. The structure will be arranged to meet the needs of the East Seventh Street neighborhood, which is in the industrial section of the city. Mr. Geo. Larkey, principal, has planned for many years for just such a building, one that can be used as a regular "neighborhood center."

To France

Mr. Francis Dougherty and Mr. James Newell have each been granted leaves by the Board of Education to embark for France, where they will instruct soldiers of the American Expeditionary Forces. Mr. Dougherty was director of physical training at Jefferson High School and Mr. Newell was a member of the Franklin High Faculty.

Salesmanship Class

Jefferson High students are gaining much valuable knowledge and practical experience from the downtown salesmanship classes that are conducted at the leading business houses under the direction of Mrs. Greenwood. Students may learn the art of salesmanship and at the same time receive remuneration for their time given over to that work. Other high schools also are conducting similar classes through Mrs. Greenwood.

Military Training

Military training at Poly is compulsory, following an announcement made by Principal Dunn. With the institution of the R. O. T. C. in the school, Mr. Dunn feels that it would be a loss, both to the individual and the organization, if every boy were not present in the ranks.

95,000 Enrolled

Instead of a decrease in the enrollment of the city schools since the influenza-enforced vacation, the number of pupils attending has increased until it now reaches a total of 95,000, with new pupils entering daily. Prior to the enforced vacation the enrollment stood at 87,000.

New buildings are imperative at this time. The Board of Education has laid out a plan calling for the expenditure of a half million dollars for this purpose, but a much greater sum than this will be necessary to meet the demands brought about by the large influx of new pupils.

A New Departure

Mr. Vierling Kersey, principal of the Polytechnic Evening High School, announces the organization of a class in the strength of materials. The opening of this course is looked forward to with great hopes by those interested, as it is a venture in a new field of public school work. This course is to be the foundation course for structural design, engine design and all mechanical lines.

L. A. Polytechnic Evening High School

The Los Angeles Polytechnic Evening High School is perhaps the only school of its kind in the country. It offers courses of every kind and description to some 3000 adults of that city. There are over 100 teachers on the faculty conducting classes for pupils averaging more than 1500 in nightly attendance.

The school is under the supervision of Mr. Vierling Kersey, principal. Mr. Kersey, not yet 30 years old, is a good-natured, jovial young fellow, always seeking to do something for the other fellow. He has well demonstrated his ability as one of the foremost schoolmen in the city by his work in organizing and conducting this large institution.

New Words
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WEBSTER'S NEW INTERNATIONAL DICTIONARY. For the first time you can find authoritative answers to your questions about all these new terms.
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The enrollment of the Polytechnic Evening High School is not a great deal larger than that of the average Los Angeles high school, but when it is remembered that the principal has but three hours daily within which to plan, arrange and conduct his work—meeting the demands of adult pupils who know exactly what they want and will accept nothing but the best—and that he must attend to practically the same amount of routine work as is expected of the regular day school principal, the magnitude of his work can be somewhat appreciated.

Besides his evening school, Mr. Kersey is vice-principal of one of the largest intermediate high schools in Los Angeles. Mr. Kersey is also very active in the professional organizations of Los Angeles city schools.

H. S. T. A.

The Los Angeles City High School Teachers' Association has a membership of 850 high school teachers and principals. A recent canvass of the high school associations throughout the country shows that Los Angeles has the only high school association publishing its own journal.

The H. S. T. A. has just completed a card index of the Board of Education reports. The card index and the reports themselves will be placed in the association offices, where they will be accessible at all times.

Legislation

The Joint Legislative Committee, made up of the presidents and legislative commit-

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tees of the various Los Angeles teachers' organizations, is still hard at work on school legislation. Frequent meetings are being held at which bills are being acted upon either for or against by the committee.

The committee's representative is again in Sacramento in behalf of the teachers of Los Angeles.

Tractor Classes

A unique school course will be started on February 24 to March 15 at the Van Nuys High School. Under the auspices of the State, in co-operation with the local Board of Education, a tractor school will be established, with instruction open to all persons in Los Angeles and adjoining counties 16 years old or older.

The first week's instruction will be in gas engines; the second week, in assembling tractors, and the third week, tractor field operation. The instructors will be experts employed by the State, and all sorts of makes of tractors will be used.

Prospective students may apply to Nathan F. Smith, principal of the High School at Van Nuys.

Evening Schools

Mrs. Augusta Saddler was appointed principal of the new evening school opened at Terminal Island. This school will answer a great need in the community, as it has long been evident that an evening school could be operated to advantage here.

A new evening school was recently opened at Hewitt Street. Mr. R. M. Cartwright was assigned as principal.

Los Angeles City is now operating nineteen elementary evening schools with twelve annexes and five evening high schools.

In connection with the elementary evening schools there are, in different sections of the city, thirty-five afternoon classes for women. These classes are mostly for the purpose of instructing the women of foreign birth in English, dressmaking, cooking, etc. There are also being operated here a dozen different factory classes. These classes are held in the factory where the women are employed.

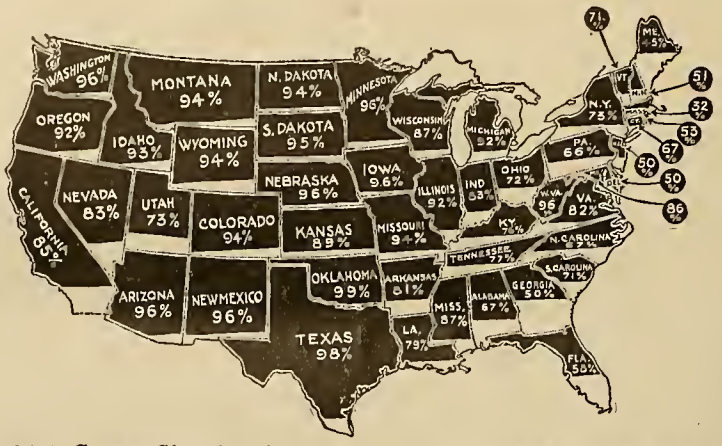
THE TEACHERS' ASSOCIATION OF SAN FRANCISCO

These are busy days for the members of the Teachers' Association. Two great problems—the educational measures before the Legislature and the all-important question of an increase in teachers' salaries—occupy the after-school hours of the teachers. It is only when the stars come out in the sky that they "call it a day," and go home to pick up the threads at another committee meeting on the morrow.

A general meeting of the association was held late in February to discuss a plan of campaign to increase teachers' salaries, to discuss legislative bills, and to receive the report of the loan fund of the teachers' welfare committee.

A campaign committee of fifty-five, with class-room teachers, high school teachers, evening school teachers, special subject teachers, and elementary school principals, has been appointed by the president. This committee has been meeting weekly.

STANDARDIZING ON GREGG SHORTHAND



79.85% Gregg Shorthand 20.15% all other systems

Gain of Gregg Shorthand over all other systems in one year, 20%

The dark areas of the map show the percentage of cities and towns in each state whose high schools teach Gregg Shorthand exclusively; white areas all other systems combined.

The status of the five leading systems in the high schools is as follows:

System or Text	Number of Cities	Percentage
GREGG	2652	79.85%
Benn Pitman	279	8.40%
Isaac Pitman	94	2.83%
Graham	56	1.68%
Munson	28	.85%
34 Miscellaneous Systems	212	6.39%
Total	3321	100.00%

Gregg Shorthand has been indorsed by exclusive adoption by more than 79% of the Boards of Education whose high schools teach shorthand because experience shows that it is

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Gregg writers have been awarded speed certificates from the National Shorthand Reporters' Association for speeds up to 268 words a minute. Not more than half a dozen writers of all other systems have ever equaled this speed in the National or International Contests—and these have had from two to seven times the experience of the Gregg writers.

Send for "Commercial Educational Statistics" compiled by the Librarian of the Department of Business Education Section, National Education Association—free.

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An executive committee, consisting of Mrs. Marjorie Stuart, Mrs. K. E. Brogan, Miss S. A. Corpstein, Mr. T. H. Rhodes, Mr. Wm. J. Drew, Mr. A. P. Hill and President Altman, met with the chairman of the finance committee of the Board of Supervisors—Mr. Ralph McLeran, who listened attentively to the plea of the teachers, each member of the committee attacking the problem from a different viewpoint. Subcommittees will interview the Real Estate Board, the Labor Councils, the Chamber of Commerce, and other leading civic organizations, to receive their endorsement.

On the eighteenth of March, Mr. George Gallagher, president of the Board of Education, addressed the committee, stating that the board had just gone on record advocating a twenty-dollar raise for each teacher, and asking the supervisors to set aside in this year's budget the sum of four hundred thousand dollars, necessary for this purpose. President Gallagher gave some excellent advice, which will lead these earnest workers to a victorious goal.

To the San Francisco Council of School Women belongs the credit for taking the initiative in the legislative work in the San Francisco school department. This council has had a committee at work on all educational measures presented by the legislators. All members of this committee have labored long and faithfully, but the work of Mrs. I. D. Ostrom and of Miss Edith Pence stands out pre-eminently.

At a meeting of the association, a resume of the bills was given by Miss Pence, and a little band of earnest workers were given credentials as regularly appointed representatives of the legislative committee. This committee, consisting of Miss Edith Pence (chairman), Mrs. I. D. Ostrom, Miss Eliza D. Keith, Miss Genevieve Carroll, Miss Anna Duffy, Miss Ann P. Hunt and Mr. John A. Linahan, will look after the interests of the association at Sacramento.

The first semi-annual report of the loan fund of the association was presented by the chairman, Miss Elizabeth E. Kelly. Though it is only a few short months since this fund was launched, two loans have already been made to the fund.

1. To allow the guardian of a teacher who has been declared mentally incompetent to pay into the State fund an amount sufficient to allow that teacher to be placed on the list of annuitants. More than half of this sum has already been returned and credited to the fund.

2. To help to defray the funeral expenses of a teacher who has recently passed away.

Each member of the association has been asked to contribute the sum of twenty-five cents per term, to place this revolving fund on a firm financial basis.

Thus, the work so simply begun will broaden out and the little seed planted in tender memory of E. Alma Duffy will blossom and flourish, and under its spreading branches the teacher in distress may come for shelter.

Francis A. C. Mooney,
Secretary.

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It is the work of the same editors who produced Webster's International Dictionary, the recognized standard of authority throughout the English-speaking world. It is in no sense a reprint. It is a new selection based on the need and usages of the present day. The vocabulary is ample and up to date, with definitions carefully adopted to school use, as witness the presentation of Soviet, Bolshevik, Bolsheviki, camouflage, etc. A number of features not in any other small dictionary are added, among them a Gazetteer of the World. It is pocket size; of strong, attractive binding and clear, easily read type.

Other bran new supplementary publications:

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Hon. Will C. Wood was elected the president of the National Council of Superintendents at the recent Chicago meeting.

The New Mexico Legislature has passed a free textbook law.

Superintendent Raymond Cree of Riverside County has resigned to accept work for the Government overseas. Mr. Ira C. Landis of Riverside has been appointed to take Mr. Cree's place.

Mr. Landis is a university-trained man with sixteen years' experience in the high schools and grammar schools of Indiana and California. He has been a most successful principal in the West Riverside, Corona and Riverside city schools of this county, resigning from one of the largest schools of Riverside City to accept the position as superintendent of Riverside County.

Superintendent Lawrence E. Chenoweth of Kern County held his institute on February 19 to 21. He had a fine list of instructors and a carefully arranged program. The following were the principal speakers:

Dr. F. F. Nalder, University of California.

Mr. Mark Keppel, superintendent of Los Angeles county schools.

Miss Caroline Swope, Riverside.

Mr. Jerome O. Cross, superintendent of Fresno city schools.

Mr. Jay B. Nash, assistant supervisor of physical education, California.

Miss Winifred Van Hagen, assistant superintendent physical education, California.

Mr. Roy W. Cloud, superintendent San Mateo county schools.

Mr. John C. Manning, San Francisco.

Mrs. Paul Van der Eike, Bakersfield.

NEW BOOKS

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The material in these books is the result of a deliberate, selective process, extending through many years, by an educator of recognized ability, whose experience is national in character. Careful attention has been given to arrangement and graduation, to grouping and comparing, to drill and review, and to phonetics.

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Bids Wanted

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Public Schools

News Notes of Bids Desired for New School Buildings; for Furniture for New and Old Schools; for Equipment; and School Supplies Generally.

(Free publication will be promptly made in this column of all bids furnished by country school superintendents and others interested; and special attention of all advertisers will be directed to the items. Letters regarding this column should be addressed to Chauncey M'Govern, Associate Managing Editor, Hearst-Examiner Bldg., San Francisco; telephone: Kearny 4021.

Plans being prepared for $15,000 grade school at Olive, Orange County, by Architects E. R. Jeffery and F. R. Schaefer, Los Angeles.

Bids for buying bonds of $3,015,000 will be received until May 12 by San Francisco Board of Supervisors. Money will be spent for new buildings and equipment of school department.

Special election to vote some $2,500,000 for new school buildings for city of Berkeley will be held on March 29. Two new high school buildings complete with latest equipment and three grade schools with all modern appliances are included in the program.

Architect J. M. Saffell, Bakersfield, has been awarded contract to prepare plans for a $60,000 school building, including auditorium, with latest seating arrangements, at Wasso, Cal.

Architects Glass & Butner, of Fresno and San Francisco, are preparing confidential plans for school buildings of a special nature for boards in various parts of the State. This firm makes a specialty of planning school buildings for interior cities and towns.

Bids for immediate construction and equipment of San Francisco schools, amounting to some $1,059,000, are being asked by President Geo. E. Gallagher, of the San Francisco Board of Education. All the equipment will be of only the most modern type.

Bids are wanted for $8,000 school building at Orland, Cal.

A Liberty High School building, and equipment, for Brentwood, Cal., was authorized by overwhelming vote on March 3. Plans are wanted immediately for building and equipment. Address: "Clerk of Board of Trustees, High School, Brentwood."

A mechanical arts building to cost $10,000 has been authorized for the State Normal School at Chico, Cal.

A special appropriation of $25,000 has been voted for the grammar school, with auditorium, at Brawley, Cal.

A moving-picture machine and a lantern are to be bought at once for the Reedley, Cal., High School "district." Also appropriate slides and films. The equipment will be placed on one of the school auto trailers to be moved from school to school in the district. "Secretary of Reedley High School District Trustees" has details.

Contract has been let for a $20,000 High School building at Hilmar, five miles south of Turlock. Full equipment bids are now wanted by the "Secretary of the High School Trustees," at Hilmar.

Louis Halversen, Eureka, Cal., has been awarded contract for $27,500 unit of Winship school building. Local board of education in market for full equipment.

Merced Union High School trustees have accepted plans of Allison & Allison, Los Angeles architects, for $125,000 building. Full equipment wanted by local board of trustees.

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March 17th, 1919.

Chauncey M'Govern, Esq.,
Assoc. Manag. Editor,
Western Journal of EDUCATION,
Hearst Bldg., San Francisco.

Dear Sir:—

The trial advertisement which we inserted in your last issue brought us many letters of enquiry from school authorities.

We advertised becasue the American Institute of Architects advised us it would be ethical; and we are surprised at the good results.

Enclosed is contract for renewal of the advertisement for the balance of 1919. And if the enquiries keep up, we will increase the space.

Respectfully yours,
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A SPECIALTY OF SCHOOL BUILDING SUPPLIES

Blackboards, chairs, desks, etc., are wanted by San Mateo city school board. City Superintendent Hall has the details.

Manual training equipment, domestic science and art supplies, janitor and other supplies are wanted by the Ontario, Cal., Board of Elementary School Trustees, of which E. A. Magill is clerk.

Tulare will vote in April on bond issue for $150,000 for two new school buildings and auditorium.

A manual training and domestic science building for the San Jose State Normal School are being planned. Will include new equipment of all kinds in these branches.

Firms handling building supplies should get in touch with Architect Ernest J. Kump, of Fresno, who has been awarded contracts for a $40,000 high school building at Tranquility, and for several minor school buildings in towns near Fresno.

A $15,000 school building for Olive, near Anaheim, has just been appropriated. School trustees at Olive, Cal., have the details.

A $40,000 gymnasium has been voted for the Madera High School.

A new dormitory building, to cost $10,000, is to be erected for the George Junior Republic School, five miles from Pomona. Managing Director C. M. Davis has the plans.

Contract for a $100,000 school building at East Seventh and Wilson streets, Los Angeles, will be awarded soon. Allison and Allison are the architects.

A gymnasium will be added to the Madera High School. Architects Schwartz & Schwartz, of Fresno, have the plans.

Superintendent G. B. Albee, of Eureka, Cal., is asking for bids for a two-story concrete school building in that town. Architect Newton Ackerman, of Eureka, drew the plans.

An election to vote $3,000,000 for new school buildings and equipment is being called for by Berkeley, California, authorities.

To replace school and equipment destroyed by fire, $185,000 is being voted by people of School Beach, Los Angeles.

Willows, Cal., has voted $20,000 for a new school. Hon. Samuel S. Chaney, county superintendent of schools, has details.

Plans are wanted for new school building by Santa Maria, Cal., board of education; Joseph Tognetti, clerk of the board.

Mrs. Blanche T. Reynolds, superintendent of Ventura County, recently addressed the teachers and citizens of Oxnard on cooperation of teacher, parent and child.

The Oakland Technical High School has started a course in banking under direction of H. E. Cox, formerly bank examiner for the Oakland district.

Miss Nora Walstead, the State normal field supervisor, will spend some time in rural school work in Sacramento the current month.

Captain Allison Ware is back in Chico. He has recently purchased a large tract of land from the Stanford Estate. His name has been proposed as a school trustee of Chico.

Superintendent A. G. Elmore of Stanislaus County wrote a fine article for the Modesto News for more money for elementary schools.

ASSISTING CALIFORNIA WRITERS

All writers living in or visiting San Francisco or Montara-by-the-Ocean are cordially invited to call at Suite 819, Hearst-Examiner Building, the San Francisco offices of Chauncey M'Govern, secretary-manager of the Beaux-Arts Country Club, or at the club's headquarters in the Montara Literary Colony, and inspect the "library of books for writers," published by the Home Correspondence Schools, complete sets of which will be found at both of the offices of the Beaux-Arts Country Club.

Any writer living in California and sending MSS. back for Eastern editors to peruse, and send back with a neat little "rejection" slip, would save no end of money in postage, to say nothing of the money saved in retyping MSS. that have "gone out" (and back) too many times to suit the writer, as well as save no end of disappointment which could easily have been avoided, were he or she to get a copy of the latest book by the H. C. S. people, entitled "Where and How to Sell MSS." Measured by the money, time and feelings which a writer would save owning such a book, the price of $2.50 is about one thousand times too small. This volume is one of the many H. C. S. books which any writer may inspect free of charge at the offices of Chauncey M'Govern, membership in the Beaux-Arts Literary Colony not being a requisite for any writer to avail himself of the privilege.

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I believe that self-expression rightly exercised is the greatest educative force in existence. I believe that language work, to be effective, must be constructive and creative. I believe that every normal child has latent literary ability; that it is my privilege to lead him in expressing his thoughts and feelings, in making word pictures of the fields and woods and winding streams, in telling stories that reflect truly the life around him, all for the inspiration and uplift of himself and others. I believe that language growth comes from within; that my duties as language teacher largely consist in finding the thing the individual child has to talk about, giving him a chance to tell it, and helping him to express it well. These things must I constantly keep in mind, if my influence as a language teacher is to be an active force in bringing about spontaneous original and vitalized self-expression.

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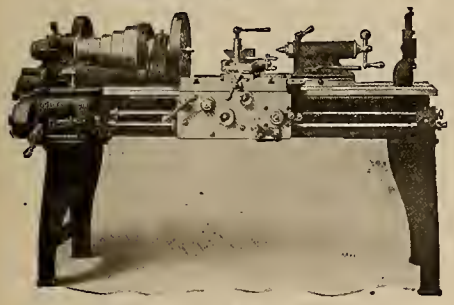

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Tel Kearny 120

Correspondence regarding new schools and alterations invited from school ——boards and city and county school superintendents.——

THE ADOPTION OF ARITHMETICS

The teachers of California are very much interested at this time in the adoption of a new series of arithmetics. The present books are so inadequate that thousands of Robbins 1300 Practical Problems, a supplement to the State books, have been sold. Committees have been appointed in Los Angeles, Oakland, Alameda and other cities to study the problem of elementary mathematics.

The State Board of Education has received bids from Silver, Burdett & Co., Rand, McNally Co., Atkinson, Mentzker & Co., McClymonds & Jones, Horace Rebok. The impression is general that the children should have a book that provides drill work and practical problems, and based on the fundamental principles of arithmetic laid down by the international committee, on the teaching of mathematics. The Silver, Burdett Arithmetics, by Phillips and Anderson, meet these conditions. These books have a national reputation. They are used successfully in Indiana and Arizona as regular State texts, and in other States and cities.

The grading is done with unusual care. It is evident that Professor Phillips and Professor Anderson have had practical experience with grade work and have avoided psychology of numbers when not based on actual school-room work. The Silver, Burdett Arithmetics have well graded drill exercises, practical problems instead of theoretical and difficult exercises, and model solutions to acquaint pupils with correct forms, and to induce habits of neatness and order. Madera, Fresno and many other counties are using the Silver, Burdett Arithmetics with unusually satisfactory results.

W. G. Hartranft, who is the Pacific Coast representative of Silver, Burdett & Co., maintains a large office and field force in California, and is unusually effective in his methods of bringing the merit of his books to the attention of teachers and boards of education.

BIG Y. M. C. A. ORDER FOR OVERSEAS

The Gregg Publishing Company informs us that they recently made shipment of 16,000 shorthand books to the Y. M. C. A. in Paris, in addition to a previous shipment of 2,500 books.

This is probably the largest order for shorthand books ever received, and is evidence of the popularity of shorthand in the Y. M. C. A. overseas course.

Miss Elizabeth S. Adams of the Potter School, San Francisco, will give a course of lectures to the Teachers' Summer Session, University of California, on "The Problems of Teaching." Miss Adams is an experienced teacher of teachers, holding her M. A. from Teachers' College, Columbia University.

THE NEW NATIONAL ANTHEM

"America, My Country," born in Congress on day our war was declared; helped to bring on the war; sustained our spirit for victory during the war; will help to prevent future wars. Greatest poem and song in class only with the Marseillaise Hymn. Schools of several States have adopted it. Sung from coast to coast and in France.

Educators may have octavo sample school arrangement for two 3-cent stamps.

Published in every vocal and instrumental arrangement. Let every boy and girl learn this great masterpiece for daily use and for patriotic occasions.

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SUMMER SCHOOL OPENS JUNE 3, 1919

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The Summer School is one of the largest in the United States. The Summer Term will open June 3, 1919, and will continue twelve weeks. During this term the University will offer an exceptional list of subjects from which students may select their work. There will be beginning, intermediate, advanced and review work in the following

Departments

Preparatory, High School, Primary Methods, Kindergarten Methods, Commerce, Phonography & Typewriting, Review for Teachers, Education, Arts and Sciences, Engineering, Architecture, Manual Training, Agriculture, Expression and Public Speaking, Music, Fine Art, Domestic Science, Pharmacy, Law, and Dentistry.

Teachers will find an exceptional opportunity to combine work in the regular departments with such review work as they may desire. This is because of the fact that during the summer term the regular work of the University is offered the same as during the other terms of the year. Many enter for review work only. Others by attending consecutive summer sessions complete a course of study, while others enter to take up special subjects.

Equipment

The University is well equipped with buildings, apparatus, laboratories, library, etc., for doing the highest grade of work. It has laboratory facilities for accommodating 600 students working at one time. The Institution is accredited by the State Board of Education for preparing teachers for all grades of certificates. Special opportunities are offered teachers for doing this work under specialists, as instructors.

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47th Year Will Open, September 16, 1919

To encourage the coming to Montara, for settling here in the Literary Colony, of hundreds of artists, musicians, writers, teachers and other "temperamental" people, a colonization company, headed by Chauncey M'Govern, the publicity expert, of the Hearst-Examiner Building, San Francisco, has taken an option on all of the unsold lots in the townsite of Montara, owned by the Montara Development Company.

And in order that members of the Literary Colony may have a cozy meeting-place and sleeping-quarters until they erect bungalows of their own, Mr. M'Govern is raising funds with which to buy a well-known building in the Colony, already fully furnished and ready to house the Colonists. Fuller details will be furnished readers in the next issue.

Meanwhile residents of Montara and Farallone with houses to rent furnished and with furnished rooms to rent, are being listed by the Beaux-Arts Country Club at its offices in Suite 819 Hearst-Examiner Building, San Francisco.

Teacher's Personality Counts

The State Board of Education desires that in future an applicant for a teacher's certificate shall pass an examination in a lot of things besides readin', writin', 'rithmetic and their ramifications. She will not know that she is being examined, but at an initial interview the examiner will be taking notes on her personality, disposition, dress, use of English, voice, manner, etc. These are the adjectives under which she will be checked off:

Personality—Attractive, repellent, negative, sympathetic, magnetic, apathetic, sensible, dignified, ordinary.

Disposition—Amiable, critical, optimistic, pessimistic, dictatorial.

Dress—Good taste, ultra-fashonable, neat, poor taste, out of date.

Use of English—Cultivated, crude, simple, slangy, limited, inadequate.

Voice — Agreeable, well placed, sharp, harsh, highly pitched.

General impression—Excellent, good, fair, poor.—Stockton Record.

E. Morris Cox, who attended the N. E. A. last month in Chicago, says:

"Everywhere California is looked to as a leader in education. In a recent bulletin issued by the United States Bureau of Education, California is shown to completely outrank all other States in high school enrollment, second among the States in school expenditures per capita of population and third in the amount of money expended per pupil. California also ranks first in the value of school property and first in the average salaries paid to teachers."

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WESTERN SCHOOL NOTES

Miss Jennie Malaley, superintendent of Yuba County, has been holding a series of successful local institutions at Wheatland, Hamilton and other places in the county. Miss Van Hagen, of the physical education department of the State, was the principal speaker.

The Polytechnic High School, San Francisco, will teach women how to care for and repair automobiles. This department is in charge of E. S. Carniglia.

The Mill Valley Record has been publishing a series of articles on vocational education. The high school has excellent vocational courses under the Smith-Hughes bill.

The Fresno State Normal School has inaugurated a new extension department. Ex-Superintendent Lindsay is manager of the extension course.

On February 19 the Mercury-Herald of San Jose published a very carefully written article by C. D. Harvey based on the report of the State Board of Education. It gives facts and figures of the inequality of service and pay of the various educational activities of the State.

The newly organized High School at Hamilton, Glenn County, has introduced several novel features in its policy.

One of these is a community civics class in which the pupils study vocations, current events parliamentary law, public speaking, civics and every-day economics.

The laboratory exercises consist of the general repair and janitor work at the school.

The school board, to show their appreciation of the work done, will take the whole class on a trip to Davis, Berkeley, Oakland, San Francisco and Sacramento, where places of interest and educational value will be visited.

The last week of school in June is to be spent camping out in the mountains, under a strictly organized regime, based upon the year's study.

F. Schraidt of Oakland, the author of the well-known and teachable book, Schraidt's Geometrical Drawing, is now teaching in the Biggs High School.

The Fresno County Teachers of History held a conference in Fresno on March 3rd. The special subject was history.

Ada Jordan Pray of Oroville has been secured as one of the instructors in music for the Huntington Lake Summer School, under direction of the Fresno State Normal. Mrs. Pray is an accomplished musician. Her latest achievement is the composition of the music for Joyce Kilmer's beautiful poem, "The Trees."

The council of education, Southern section of California Teachers' Association, held their regular meeting Saturday afternoon, February 15, in the hall of records, Los Angeles, and elected the following officers for the coming year: President, Superintendent Rice of Hermosa; vice-president, Superintendent Bush of South Pasadena; secretary, Miss Hunt of Santa Monica; treasurer, Mr. Harvey of Los Angeles. Mark Keppel gave a summary of the proposed educational legislation. About three hundred bills were reviewed.

Prof. Alfred S. Redfern has been elected vice-president of the Fullerton Union High School, a position that had been vacant since Prof. Plummer was advanced to the supervising principalship last October, when E. W. Hauck, then supervising principal, entered the service.

Mrs. Nellie Parmer has resigned as principal of the public school at Meridian. No one has been secured to take her place.

Mrs. Estelle Greathead, registrar at the State Normal at San Jose, has received a large number of requests for school teachers during the month of February. The demand for teachers in rural schools in California is especially great, this fact shown by the requests from small towns all over the State. Two telegrams were received from Oregon during the past week in which the Normal was asked to supply teachers for vacancies.

Do you want to go to Honolulu? Write to Henry W. Kinney, superintendent of public instruction of Hawaii. He wants teachers.

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Vol. XXV, No. 4 SAN FRANCISCO, APRIL, 1919 Price, 15 cts.

MEETINGS

Bay Section the California Teachers' Association; Wm. J. Cooper, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal. Meeting week of May 7.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the California Teachers' Association; E. E. Brownell, Gilroy, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone.

The Western Journal of Education

HARR WAGNER, Managing Editor.
CHAUNCEY M'GOVERN, Associate Managing Editor.
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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, MARCH, 1919

The regular quarterly meeting of the State Board of Education was held in Sacramento, March 18-22, 1919.

The Board unanimously voted that the recommendation of the cabinet relative to the Santa Barbara State Normal School be communicated to the Education Committee of the Assembly and Senate. The recommendation is as follows:

"The cabinet is unanimously of the opinion that the work of the Santa Barbara State Normal School of Manual Arts and Home Economics should be extended so as to include the preparation of teachers for general work in the elementary schools of the state. This recommendation is made in view of the need for trained teachers in the counties surrounding the Santa Barbara State Normal School and also in view of the fact that the extension can be made at comparatively slight expense to the State of California."

The Board went on record as not approving of A. B. 824, providing for the inspection of schools for the deaf in the state by the principal of the California School for the Deaf and Blind.

Mr. Hetherington and Dr. McNaught, who were authorized to review the Primer of Hygiene, reported that there is no better textbook published for the use of the elementary schools than the Primer of Hygiene now in use in the state, and they recommended that no change be made in the textbook.

It was suggested that it might be advisable to provide some form of diploma for those who complete the teacher training courses in trades and industries, and the Board directed Dr. Snyder to present at a subsequent meeting a form of diploma for adoption.

The Board authorized the advertising for bids for manuscripts of text in history of the United States for the upper elementary grades, to be received on or before July 1, 1919.

The Board authorized the cabinet to hold such preliminary hearings on textbooks as they may desire.

Attention was called to the prevalence of the cigarette in the schools of the state, and it was suggested that the matter be referred to the cabinet, with the request that the members make recommendations for eliminating the evil among school children.

Pending applications for life diplomas and health and development recommendations for certificates were disposed of. issued by any institution accredited by the State Board of Education."

Dr. McNaught presented reports on textbooks as follows:

Sixth and Seventh Readers: Material to be substituted for certain selections of German origin is being considered.

Geography: There is a good deal of dissatisfaction among teachers concerning geographies. Dr. McNaught suggests that a bulletin be sent to the teachers, telling them how to use the present books and suggesting a brief outline which would be in the nature of a skeleton course of study.

Dr. McNaught presented a brief report on school architecture, and suggested that a bulletin on this subject would be useful.

The Board voted to hold a special meeting in Sacramento, beginning May 5.

The Board voted to hold the next quarterly meeting at Santa Barbara, beginning July 7; the annual joint meeting of the presidents of the State Normal Schools with the State Board of Education to be held at the same time.

The Board decided to dispense with the portfolios accompanying the life diplomas.

The regulation of the Board which reads as follows—"Applicants for the high school diploma must have taught twenty-four months in high schools, normal schools or universities, twenty-one of which must have been in California"—was amended to include the following proviso: "Provided, that the twenty-four months of experience in teaching shall not be limited to university, normal or secondary school work in case of candidates who hold any State Board high school credential or a corresponding credential

MORE FUNDS FOR ELEMENTARY SCHOOLS

The Legislature passed both bills for the increase of funds for the elementary schools. The measure for part time schools in which Dr. Snyder was greatly interested also passed. The children and the teachers are to be congratulated on the able leadership of Will C. Wood. There was an attempt to reduce the amount of funds provided in the bill and Mr. Wood sent the following letter to Governor Stephens, which is a model of the King's English for intensive expression, virile emphasis and courteous suggestion of a thunderbolt

"In the name of 500,000 school children of California I solemnly protest proposed reduction in State school bill. Have asked only for bare minimum to keep schools open. The rights of children are more sacred than rights of corporations, whose taxes should be revised if necessary.

"WILL C. WOOD."

The Board decided that the time lost on account of the influenza will be counted as teaching experience for life diplomas.

The following resolution was adopted:

"Resolved, That the list of accredited normal schools and kindergarten training schools outside of California remain unchanged for the year 1919-1920, providing, however, that the date of accreditation be set forward one year."

The following resolution was adopted:

"Resolved, That paragraph (b) of Section 1 of the Rules and Regulations adopted by the State Board of Education for the government of the public schools of the State of California, page 322 of the School Law, be and the same is hereby amended to read as follows:

"(b) Unless otherwise provided by special action of trustees or board of education, the daily school session shall commence at nine o'clock a. m. and close at four o'clock p. m., with an intermission at noon of one hour, from twelve o'clock m. to one o'clock p. m. Not less than twenty minutes shall be devoted to recesses during the day; and in all primary grades no pupil shall be kept in school longer than one hour without a recess."

The following resolution was adopted:

"(Resolved, That manuals in physical education be distributed to the several State Normal Schools for the purpose of supplying student teachers thereof, such manuals to be placed in the library of the normal school and lent to such student teachers."

The dates of the annual high school examination were set for June 30, July 1 and 2.

The Board decided that applicants for the high school credential be allowed to choose, as a major or minor subject for the examination, sociology and economics.

In the matter of the request of the Commission of Credentials that proper provision be made for the granting of credentials of elementary grade in citizenship, it was the unanimous decision of the Board that the recommendation be approved.

The application of the Fresno State Normal School for accreditation in machine shop work and forging, manual and fine arts was authorized.

The Illinois State Normal University was accredited in household art type in household art and oconomy and household science and economy; commercial type in stenography, typing and bookkeeping.

The date of the high school principals' convention was set for April 15-17, inclusive.

Dr. McNaught made the following report on spellers:

Book One and Book Two have been printed and distributed. The manuals are now in stock, and will be sent out the last of this month or the first of April. It will not be possible to send the manuals to all of the distant rural schools during this school year, but they will be sent to all of the larger centers. Since no material has yet been received for Book Three, it will not be possible to send out Book Three of the speller before January 1, 1920.

Retirement Salary Business

The following resolution was adopted:

"Resolved, That teachers having completed their thirty years of service may immediately apply for the retirement salary, but that payment of such salary shall be deferred until actual retirement from teaching or the acceptance of any other salary from the state."

Refunds of erroneous salary deductions, amounting to $181.00, were granted.

Transfer of $70,500.00 from the permanent fund to pay retirement salaries for the three months ending March 31, 1919, was ordered.

The following resolution was adopted:

"Resolved, That whenever during a period of epidemic a teacher is paid for a full month of teaching service, such month of teaching service shall count toward retirement and the dollar deduction from her salary shall be made even though such teacher had not actually taught for full time during such month."

Retirement salaries were granted as follows:

Five hundred dollars per annum—
Mrs. Augusta O. Bainbridge, Santa Ana.
Frances A. Brown, Riverside.
Mrs. Bertha M. Capell, Vacaville.
Mrs. Jeanette E. Cochrane, Santa Rosa.
Mrs. Josie C. Brown, Watsonville.
Mrs. Elizabeth E. Donahue, San Francisco.
Margaret Louise Donnelley, San Francisco.
Stella A. Finkelday, Santa Cruz.
Roland Y. Glidden, Los Angeles.
Thomas O. Graves, Clayton.
Mrs. Lily S. Grosjean, San Francisco.
Ernest H. Lesher, Berkeley.
Mrs. Eleanor E. Thrall, Laguna Beach.
Nettie Trevinger, Santa Cruz.
Under Section 14 of the law—
Eugenia B. Buckman, Geyserville.
Mrs. Mary A. Kingsbury, Stockton.
Mrs. Annie J. Lyons, Watsonville.
John N. Mercer, O'Neals.

The Board adjourned to meet in special session at Sacramento, May 5, 1919. Respectfully submitted,
WILL C. WOOD, Secretary.

A SCHOOLMASTER'S INTERESTING LETTER

St. Helena, March 26, 1919.

Mr. Harr Wagner, San Francisco.

My Dear Wagner: You have published a very interesting and instructive history. If I had known you were going to write something about gold mining I could have sent you some notes about Marshall. I taught school at Coloma in the fall of '61 and summer of '62, and Marshall was mining there then. I knew him very well. I am occasionally giving stereopticon talks on early mining to Napa county children.

The information I got in camping in the Sierras with John Muir, Joseph Le Conte and Prof. Rattan, and also in associating with Swett, Anderson, Hoyitt, Campbell, Denman and other pioneer teachers, is of great value to me now in my talks to children and farm clubs.

I am a real farmer at present, but find some time for educational work. I am engaged in diversified farming. I keep a few cows, sheep, hogs, chickens, turkeys and horses. I raise alfalfa, corn, potatoes, tomatoes, beans, melons, etc. I have an orchard of 1400 young trees—prunes, cots, pears

and peaches—and forty-one varieties of fruit in my family orchard; also 1500 bearing table grapes.

You must not think that I am getting rich by farming. On account of high wages and very high cost of seed, we small farmers are just making a good living, and we all work hard with our hands and brains. It is patriotic work. Don't encourage teachers to engage in farming unless they have had some previous experience on a farm.

I assisted Swett and others in getting the first appropriation for a normal school, the munificent sum of $3,000. I was a member of the "Third House" for many years in the interest of school legislation.

Yours truly,
C. W. Childs,
Formerly President State Normal School, San Jose.

* * *

WESTERN SCHOOL NOTES

Milton J. Ferguson, President of the California Library Association, has called the convention for Del Monte, June 10-13. This will be an interesting meeting. The association always welcomes the man who writes, publishes or sells books, for without books there would not be much demand for libraries.

There will be an interesting article on "Making the Movies" and one on "The Heating of School Buildings" in the May issue of this Journal.

Stockton has recently organized an elementary Teachers' Association, with Maud Southworth as president. Miss Ethelind M. Bonney, who is to be one of the live, wide-awake teachers of Stockton, is on the executive council.

The Chaffey Union High School of Ontario, under Principal Merton E. Hill, is making a great record. There will be an article in the May issue on this progressive educational institution.

Mrs. Irvin Passmore was given two columns on her address on education in Chico recently. It was one of the best addresses delivered at the California Federation of Women Clubs.

Superintendent M. V. Lehner of Santa Barbara county has arranged to have a physical director of schools in her county.

Dr. H. A. Bordner, Superintendent of Manila, was in San Francisco at Hotel Stewart recently, looking for seventy-five or more teachers for Manila schools. Salaries from $1200 to $2000.

Superintendent Agnes Howe recently addressed the farmers of the San Jose granges. The address was on improved educational conditions and was well received.

The Utah Educational Journal has rejected the proposal to unite with the Sierra Educational News.

Eliza D. Keith, one of the contributors to the Western Journal of Education and a well-known member of the S. F. T. A., has been elected to the principalship of the Starr King School, vice Mrs. K. McGrath, deceased. The pupils of the Oriental school where Miss Keith has taught the eighth grade for the past three years, were inconsolable over the loss of their beloved teacher, and gave her a surprise party, presenting her with a silver loving cup ornately inscribed. The teachers of the Oriental school gave Miss Keith a farewell luncheon, over which Mrs. C. C. Newhall, the principal, presided with her usual grace and dignity, and all wished Miss Keith success in her new field.

Vaughan MacCaughey, for nine years professor in the College of Hawaii, has been appointed Superintendent of Public Instruction for the Territory of Hawaii by Governor C. J. McCarthy, and will take office April 1st. Mr. MacCaughey is a graduate of Cornell University, and has become widely known throughout continental United States through his scientific and educational writings, and by his lecture tours. During a period of thirteen years he has been connected with the Chautauqua Institution, New York, Summer Schools, and also has been a member of the summer schools faculties of Cornell University and the University of California.

Arthur H. Chamberlain, Secretary of the California Teachers' Association, has gone to France to aid in reconstruction work.

J. D. Sweeney, City Superintendent of Red Bluff, recently discovered a balance of 75 cents in the University Extension Fund of twenty years ago and sent it to Prof. H. M. Stephens and received a charming acknowledgment from him. Mr. Sweeney also had a sensible article in the Red Bluff Sentinel of February 21 on "Why Graduates Do Not Measure Up."

The Eureka High School, under the principalship of Dr. Molineaux, is making great progress. The school maintains a fine lyceum course, and has given the students a fine opportunity to hear some of the greatest men in the country.

Harold W. Fairbanks, author of the "Geography of California," and of the "Promlem Method in Geography," which is the newest and most acceptable method, will conduct classes in University of Southern California, Los Angeles summer session. Write to him at 1204 Tamalpais Road, Berkeley, for his course of study.

Superintendent A. G. Elmore of Stanislaus and C. L. Swinson, teacher of science of Hughson High School, and Charles H. Ramont of Modesto, have arranged for special Americanization schools. The Modesto Herald has given a special column of publicity to the work.

Superintendent Lawrance E. Chenoweth of Kern county is especially active in promoting all educational activities. Under the motto, "Let the school grounds be the most attractive of any in the whole of California," he has issued a very valuable report of Arbor Day, and his report of Kern county schools, 1915 to 1919, is unique and of unusual value. There is one page of statistics and 23 pages of live, interesting matter, with up-to-date illustrations.

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Colonel David P. Barrows has just returned from Siberia, where he was in command of the American army. Dr. Barrows' name is under consideration for the presidency of the University of California. Before the war he was dean of the faculty and professor of political economy. He is a man of broad vision, of large experience, and of pleasing personality. His life as a teacher, Superintendent of the Philippines, lecturer, author and student has been intensive. If the selection of the presidency were left to the public school people of California his selection would be almost unanimous.

Education lost a beloved friend in the death of Mrs. Phoebe Hearst. Her life was one of beautiful and unselfish service. She had the power and the will to be of service to individuals and society.

Dr. Henry Morse Stephens, the historian and beloved teacher and lecturer of the University of California, died on Wednesday, April 16th, on a street car in San Francisco. He was on his way to Berkeley from the funeral of Mrs. Hearst.

AN HONORABLE RECORD

The California School Masters, under direction of I. C. Hatch, held its quarterly banquet at Hotel Whitcomb, San Francisco. Richard D. Faulkner presided with distinction and suavity and charm of manner that is a feature of "Dick's" personality. Geo. W. Fricke and Hon. Will C. Wood were the principal speakers, and the guest of honor was J. W. Linscott, who has completed fifty years of public service. The people of Santa Cruz county also celebrated the anniversary of his fiftieth year. Superintendent Linscott and his fine family, consisting of wife and seven children, are to be congratulated on so useful a career. Here is the record.

Arrived San Francisco, Friday, March 26, 1869.

Arrived Santa Cruz, California, Saturday, March 27, 1869.

Engaged to teach in Railroad District (two miles east of Watsonville), March 30, 1869.

Began school in Railroad District, April 5, 1869.

Taught in Railroad District, April, 1869-June, 1871—twenty months.

Taught in Roache District, July, 1871-June, 1872—nine months.

Taught in Beach School, Watsonville, July, 1872-October, 1872—two months.

Principal Watsonville Schools, October, 1872-December, 1890—183 months.

Total, 214 months.

Elected County Superintendent of Santa Cruz county, November, 1882.

Served as County Superintendent, January, 1883-August, 1906—twenty-three years seven months.

For eight years, 1883-1891, served both as county superintendent and principal of Watsonville schools.

Supervising principal and principal of High School in Santa Cruz, August, 1906-June, 1907.

City Superintendent of Schools of Santa Cruz, July, 1907-April, 1919.

All of his educational work in California has been in Santa Cruz county.

Before coming to California he taught in Maine, his native State.

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WESTERN SCHOOL NOTES

"The Chico Normal School proposes to enter this field and train teachers for rural teaching. To make a beginning it is before the Legislature with a request for an appropriation of $32,000 for building and equipment. Beyond the use of this appropriation by the State it proposes to make use of exceptional local facilities for field work. For this purpose it is most fortunately situated, having an unusually diversified local agricultural industry aside fro mthe Federal plant introduction gardens and the State land colony at Durham. It is our feeling that not Chico alone, but a number of the State Normal Schools devote earnest effort to training of teachers for rural teaching."

Superintendent Jerome O. Cross of Fresno has opened a Chinese public school for Central California. Jong Sui Ling is the teacher.

Superintendent Mark Keppel, on March 18, reported an actual shortage of teachers in Los Angeles County.

Miss Bertha Romaine of the Mt. Diablo High School, Concord, has opened a course in tractor training.

The San Francisco Board of Education, President George Gallagher, Sarah J. Jones, A. A. D. Ancona and Alice Rose Power, has voted to pay the teachers a salary increase of $20 per month. Good work!

The annual luncheon of the Alameda County Educational Association was held at the Hotel Oakland, Saturday, March 22, at 12:30 o'clock. State Superintendent Will C. Wood was the speaker on "Educational Legislation."

The executive committee of the association consists of Elizabeth Arlett, John Imric, Alice Oran Hunt, D. E. Martin, Sue L. Fratis, Blanche Frost, Louise Kidder, Nicholas Ricciardi, and Guy Smith.

In the advisory council are George W. Frick, Will C. Wood, Edwin R. Snyder, Margaret McNaught, Fred M. Hunter, Morris C. James, and C. J. De Four.

E. L. Hawk, teacher of the commercial department of the Sacramento High School, has been conducting classes in Hale's stores, giving practical illustration of salesmanship and other branches.

Leland Drew, a graduate of the Chico State Normal School and for some time a teacher in Orland, Glenn County, has been named assistant county superintendent of schools of Contra Costa county to succeed William R. Lane, who recently died. Drew has been teaching in Richmond.

A number of city superintendents and high school principals responded favorably to the invitation of Commissioner A. C. Olney to attend a conference at Berkeley Saturday morning, March 15, to discuss university entrance requirements. Among those who attended were C. L. Biedenbach, Berkeley; Noel H. Garrison, Stockton; DeWitt Montgomery, Santa Rosa; E. E. Brownell, Gilroy; Walter A. Tenney, Oakland; Fred M. Hunter, Oakland; Archie Cloud, San Francisco.

The Lyceum educational course which is being conducted at the Chico High School is proving an unqualified success, according to Principal Irvin Passmore, who fostered the work. The next meeting will be on the evening of March 20, Thursday. The Sacramento Chamber of Commerce male quartet will be the main attraction. The authorities announce that the work has also proven a financial triumph, more money being taken in than running expenses call for.

Superintendent John L. Dexter will hold the Mariposa Institute on May 6 to 9. Mrs. Nell Thayer will have a Victory Loan booth at the institute. Mrs. Thayer has charge of the Victory Loan for the entire county, and is organizing the teachers as assistants in the special service.

Superintendent Lena Jackson held the Napa County Institute April 7-8-9, 1919. Dr. Kreibel, Miss Van Hagen, Dr. E. D. Adams, Prof. C. W. Childs, Will C. Wood and Dr. Geo. D. Strayer of the N. E. A. were the instructors. Superintendent Jackson always provides a fine program for her teachers, and the institute is an enjoyable and instructive affair under her management.

The Annual Convention of High School Principals has held at Catalina Island the week of April 14 under the direction of A. C. Olney, Commissioner of Secondary Schools. . A program of unusual interest was carried out.

The sentiment in favor of a substantial increase in teachers' salaries has crystalized into realization. Boards of education, school trustees and other governing bodies have at last recognized the fairness of the demand, and salaries are being raised from $20 to $40 per month in many places.

HERBERT F. CLARK ELECTED ON HIGH SCHOOL BOARD OF EDUCATION

Herbert F. Clark, representative of the Journal of Education, Southern Section, was recently elected to the Board of Education of the Anaheim Union High School District. Mr. Clark sees in this position an opportunity to render service to the cause of education from the administrative point of view.

On Wednesday, March 19th, the Oakland School Women's Club held a special meeting, at which the speakers were the candidates for office as school directors of the city of Oakland. Among the speakers was Miss Frances Murray of Fremont High School, who was for two terms president of Oakland School Women's Club. Miss Murray believes that teachers as well as other members should be represented in the councils of their employers and that therefore it is desirable that one member of the Board of Education be a teacher by profession. She also stands for equalizing of opportunity and for making a dollar of public money produce 100 per cent value. Miss Murray should receive hearty support from all school women.

New Books

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EDUCATIONAL PUBLISHERS

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AMERICAN IDEALS: Selected Patriotic Readings, by *Emma Serl and William J. Pelo, A. M. (Harvard).* Dr. Eliot says: "Every child should somehow get a clear idea of what love of country implies in the patriot's soul and should lead to in the patriot's conduct." "American Ideals" contains a careful selection of patriotic readings adapted for use in seventh and eighth grades and Junior high schools. The selections have been made with the idea in view of arousing the highest patriotic feeling, and to teach the student the duties of citizenship.

The *Baltimore Sun*, in writing of this book, says: "It ought to be used as a textbook in every school in America. *American Ideals* is a little mine of patriotism, and altogether admirable both for any school or any family." 160 pages, bound in cloth, 69 cents.

WALSH'S BUSINESS ARITHMETIC, by *John H. Walsh, Associate Superintendent of Schools, New York City; author of the Walsh Arithmetic Series.* Mr. Walsh takes a bone-dry subject and transforms it from a desert into an oasis. He connects the important activities of the lives of boys and girls with the fundamentals of arithmetic in such a way as to compel interest, knowledge, and technical skill.

"Walsh's Business Arithmetic" has been boldly conceived and worked out by a practical craftsman with a constructive imagination who understands child psychology. 504 pages, bound in cloth, beautifully illustrated.

BARTHOLOMEW'S BOOKKEEPING EXERCISES, by *Wallace E. Bartholomew, Specialist in Commercial Education, the University of the State of New York.* As commercial education specialist for the state of New York, Mr. Bartholomew has had an unusual opportunity to discover the needs of teachers of bookkeeping. He has brought together in his book a collection of constructive bookkeeping problems that will enable the teacher to obtain better results. They are the product of actual test in the classroom. Adapted to any textbook. In two parts—elementary and advanced. 96 pages each, bound in cloth, each part, 60 cents.

INTRODUCTION TO ECONOMICS, by *Graham A. Laing, A. M., Instructor in Economics and History, University of California.* Not a made-over college text, but actually written for pupils of secondary schools. Contains an up-to-date discussion of the Federal Reserve Act of 1913 and of the changes in economic organization due to the war. Deals extensively with the theories of value and exchange, and with the mechanism of trade. Treats commercial functions rather than technical treatment of theories. 400 pages. *Ready May 15.*

Send for complete list of new publications.

Coddington Teachers Agency

ESTABLISHED JANUARY 1st, 1907

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Coddington Teachers Agency

Berkeley School Women's Club, of which Miss Elizabeth de Laurie is president, and Miss Anna Wilson secretary, has planned to hold three meetings during the present term, at which addresses will be made upon important educational subjects. The first meeting was held Thursday, February 27, 1919. Miss Butler, the speaker of the day, gave an interesting talk on the reconstruction work among the soldiers at Letterman Hospital. It was illustrated by samples of the soldiers' work. The club endorsed the Berkeley school bonds.

The secretary of the School Women's Club of Fresno, Miss Maude E. Price, reports that their club has assumed the responsibility of caring for a French or Belgian orphan, but with that exception the two meetings which have been held have been occupied with improvements within the organization, such as adoption of a new constitution.

The School women of Santa Rosa met at a luncheon Saturday, April 5th, for the purpose of forming a School Women's Club, the object of which is to further the cause of education and to become better acquainted. Miss Florence Fortson of Oakland was the speaker on this occasion, and everyone enjoyed her interesting account of the work accomplished and the benefits derived through organization of the women teachers in Oakland. The Santa Rosa club has a membership of fifty-four and is planning to aid in the great work of Americanization by interesting the foreign population in the study of civics and other subjects which will promote good citizenship. The members are very enthusiastic about the work.

Miss Lulu Shelton, President of Oakland School Women's Club, and Miss Lillian Talbert of Berkeley, have recently visited the sessions of the Legislature as representatives of school women. At a meeting of Oakland School Women's Club on March 26th, Miss Shelton gave the members information upon the progress of the various educational bills which have been introduced in the Legislature.

ANNUAL CONVENTION OF HIGH SCHOOL PRINCIPALS

The annual meeting of the California High School Principals is coming to be one of the most important educational meetings in the United States. The meeting is important not only because of the subjects discussed, but because of the exceedingly high average of intelligence there represented. Comparisons are odious as is self-aggrandizement, but it is safe to say that there is no educational meeting of its size in the United States where the personnel of the attendance is so high as is the case at this meeting of the California High School Principals.

The meeting held at Santa Catalina Island April 15, 16 and 17 was notable in many ways. The new Commissioner of Secondary Schools—Mr. A. C. Olney—was for the first time in charge of the program and chairman of the meeting. Mr. Olney, while not as forceful a speaker as his predecessor, nevertheless at once gained the confidence and sympathetic support of every high school principal who was there.

Doctor Shiels—Superintendent of Schools in Los Angeles—gave the address of welcome and suggested that plans are already under way whereby Catalina Island will be annexed to the city of Los Angeles and will soon be dotted with beautiful high schools, which are characteristic of that city.

A good many new men appeared on the program and showed the old-timers that the new blood which is coming into the State is a decided addition.

Another notable feature of the convention was the very evident fact that the California State Board of Education at last has a member who is a real orator and one who is going to be in great demand as a commencement speaker. We refer to the Honorable Stanley Wilson of Los Angeles. Mr. Wilson is a lovable Irishman—and Mrs. Wilson, who was also a visitor at this convention, is evidently a very much loved wife and a charming woman. Mr. Wilson's evening address in support of the League of Nations held his audience from beginning to end.

Many of the high school principals who left home firmly convinced that the Government should continue to operate and at the earliest opportunity own the railroads, returned avowed advocates of private ownership.

They also returned home hoping that Mr. Wrigley's chewing gum business would prosper so that the hotel accommodations on his island might be enlarged before another meeting of that size is called on his island.

Never criticise when another is being crucified. The same man of flesh is in every one to be overcome, and if you have not arrived at the hour of his crucifixion, you will arrive.

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JOTTINGS OF A TRAVELING BOOKMAN

By William Maurice Culp

JOTTINGS

At the council meeting of the California Teachers' Association at the Hotel Oakland April 12, the little word "union" caused quite a furore.

Miss Sara L. Dole, of the Manual Arts High School, Los Angeles, was giving a report on the advocated raise of teachers' salaries of 20 per cent. She offered a set of resolutions in which one section advocated the forming of strong teacher unions (spelt with a small u) for the furtherance of the movement.

The disagreement started. A motion was put before the house that the word organization should be substituted for the word union (spelt with the small u). A certain number thought that teachers should not do anything, even in sentiment, to affiliate themselves with the organized working classes. Others rather liked the idea.

One gentleman got up and stated that a good teachers' Union (spelt with a capital U) would do wonders in receiving adequate recognition. A very estimable lady arose and stated that persons with such views should vacate the profession.

The word "organization" was substituted for the word "union" (spelt with a small u).

Mr. A. M. Simons, principal of the Visalia High School, says that the trouble with our present educational system lies in the fact that the people don't want to be educated.

Miss Ethel M. Robinson, vice-principal of the Santa Monica High School, says that we are attempting to present subject matter to pupils of the maturity of from 16 to 20 years of age in the high school, while the actual conditions show that the age of high school pupils is nearer that of from 12 to 16 years of age.

Mr. Fletcher Ayres, head of the science department in the Visalia High School, finds that the general run of students have not the force to go through a good stiff high school course.

Tulare High School, under the principalship of Mr. Will L. Frew, is taking great interest in the campaign in the town for added support to the school system.

Mr. J. B. Weed, district superintendent of the grammar schools of Tulare, is a leader in the campaign for new grammar school buildings.

Dr. O. L. Brauer, principal of the Orosi Union High School, has prepared a book on general chemistry for high school use. He also has one on agricultural chemistry. He expects to have both books published in a short while.

The Orosi High School is a very neat appearing one-story structure of the hacienda type.

Two Occidental college graduates are teaching in Orosi High School. Miss Lois Weiman handles domestic science and Miss Helena McKelvey teaches the commercial subjects.

Mr. G. R. Sikes, teacher of science in the Porterville High School, has a very novel method of giving his physics class practical problems to work out.

Miss Ina Stiner, head of the English department of the Porterville High School, finds that drill on the meaning of apparently simple words is of immense value. Students come to school and have not the slightest idea of the meaning of large numbers of common words. Miss Stiner is a constructive teacher.

Mr. W. A. Ferguson, principal of Porterville High, thinks there is a great deal to Mr. A. M. Simons' statement that the people don't want to be educated. The growth of the students' outside interests in the past five years has practically revolutionized their method of getting their lessons.

Mr. F. H. Boren, principal of Lindsay High School, is an orange grove optimist. He believes the control of a Valencia grove is something to be desired.

Miss Mary C. Culbertson, a graduate of Occidental College, has been teaching domestic science and art in the Exeter High School for several years. She has a most interested group of students.

Miss Mary O. Wood, a graduate of the University of California, is teaching biology in the Exeter High School.

Mr. S. J. Brainerd, principal of the Exeter High School, is rated as one of the best school men in his part of the State.

Mr. A. S. Loomer, head of the science in the Exeter High School, does not use any adopted text in either chemistry, physics or general science. He makes his own outlines, develops what points he thinks germain, and seldom covers the same ground in the same way twice. His experiments in chemistry take from one to two weeks; consequently the class does not cover a large number. He attempts to make the student independent of any textbook.

Mr. P. E. Graffam, teacher of chemistry and physics in the Dinuba High School, is very much interested in commercial chemistry and positions in which students in high school chemistry could qualify in summer and after graduation.

Miss Emma Park, teacher of biology in Dinuba High School, attempts to make biology interesting by the portrayal of the life and habits of creatures of the animal world. She is very successful.

Mr. J. E. Cuddeback, district superintendent of the grammar schools of Visalia, is developing a fine educational system in his city. New schools have been erected and the children have the best that can be provided.

Mr. L. Erwin, principal of the Orosi Grammar School, has an exceptionally good brick school building. The increase in attendance has been so much this year that an addition will have to be added next year.

Mr. Charles E. Bigham, district superintendent of Porterville, is president of the Tulare County Board. He and his colleagues are busy working on a new course of study for the county schools.

Mr. J. W. Graves, district superintendent of the Ontario grammar schools, has five schools under his charge and some 1000 children. He is planning to place all of the pupils in the three largest schools by bus.

Upland Grammar School had five war-brides. After the armistice, when the husbands returned, the school was minus five teachers.

Mrs. Edith S. Troller has been elected to the district superintendency of Upland. Miss Fannie D. Noe, who held the position, through ill health has been obliged to seek help in a sanitarium.

Mr. H. A. Spindt, one of the University of California's best long-distance runners, is teaching history and economics in the Bakersfield High School. He also watches the track team.

Miss Gladys Walker is teaching English and physical training in the Bakersfield High School.

Mr. J. E. Hamilton, principal of the Conley High School at Taft, is contemplating the securing of another unit in the school plant to be used for music and art.

Miss Mary Trussell, graduate of the University of Southern California, is teaching English in the Delano High School. She develops a great deal of interest among her students in story writing.

Anaheim has one of the best grammar school supervising principals in the southern part of the State in Mr. J. L. Van der Veer. Mr. Van der Veer has had charge of the Anaheim schools for the past nine years. In that time he has built up the system, seen an immense increase in the number of pupils and has given satisfaction. At present he is working hard on the securing of more adequate salaries for his teachers.

Fullerton Union High School is one of the most complete unit systems in Southern California. They have now twelve separate buildings, each devoted to a separate purpose. The addition of a new manual arts building has just been completed and the students had practice moving the heavy machinery and in fixing up the new shops.

Mr. H. H. Tracy, head of the botany and biology departments at the Fullerton High School, believes in the presentation of botany from a regular agricultural standpoint.

Mr. C. A. Worsley is head of the chemistry department at Fullerton High School.

Mr. E. L. Mitchell, principal of Huntington Beach, is a student of exact English. He lays great emphasis upon the speaking and writing of English in his school.

Mr. J. R. Parker, supervising principal of the grammar schools at Fullerton, is president of the Board of Education of Orange county.

Fresno county can boast of having two brothers, both district superintendents of grammar schools. One is Mr. Geo. Edgecomb, district superintendent of Reedley, and the other is Mr. Chas. Edgecomb, district superintendent of Selma and member of the County Board of Education. Both of these men are accomplishing great things through the hearty co-operation of their communities.

Mr. John A. Norman has charge of the science department of the Huntington Park High School. He has exceptionally fine equipped laboratories for chemistry, physics and biology. In addition there is a lecture room fitted for stereopticon. Few teachers in the State have such opportunities for doing successful work in the science subjects.

Mr. L. W. Babcock, formerly superintendent of schools of Mendocino county, is principal of the El Monte High School. He likes the work in the southern part of the State.

Superintendent Albert M. Shiels of Los Angeles believes that much good might come out of part-time compulsory education.

TEACHERS' SALARIES IN PEACE TIMES

How will return to peace affect teachers' salaries? Will they be as low as during the pre-war period or will war salaries be maintained? The general belief seems to be that with the release of many teachers from the Army and Government work there will be a great supply of teachers and that salaries will get back to the old schedules. The Albert Teachers' Agency, 25 East Jackson Boulevard, Chicago, has issued a new edition of its booklet, "Teaching As a Business," in which it takes issue with the low-wage theory, and contends that war salaries for teachers will not only be maintained, but that they will be higher than ever. The booklet, of general interest to school officials and teachers, will be sent free to anyone desiring it.

The Senate of California passed the resolution unanimously designating Mrs. Ella Sterling Mighels, author of "Literary California," and who has given a life of service in London, New York and elsewhere to giving publicity to California literature, as the First Historian of Literary Calfornia.

The Tokay, the publication of the Lodi High School, Wm. Inch, principal, is a model of its kind. It is well edited, well printed, and well illustrated. It represents a large amount of intelligent labor.

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BOOKS IN BRIEF

By Dorothy Hoskins

Bryce on American Democracy. Edited by Maurice Garland Fulton. Macmillan Company, New York, 1919. 32 cents. Pocket Classics.

To "see ourselves as others see us" is an experience to which either an individual or a nation is quite justified in looking forward with some misgiving. But in the clear, brilliant depiction of the fabric of American political, economic and social conditions contained in Lord Bryce's famous "American Commonwealth" there is no element of destructive criticism; the great Englishman's exposition of American democracy in practice has become one of the greatest authoritative statements of the subject that are open to the student today. And Professor Fulton's difficult task, the selection of those passages in Lord Bryce's work which will both present to the pupil a comprehensive basis of American political theory and will adapt itself to the scant space of a school book, has been ably performed. One lecture from the "Hindrances to Good Citizenship," a course given by Lord Bryce at Yale University in 1909, is included in the usable, concise little volume which Professor Fulton has edited, and gives the entire book the far too rare impression of crystallization of a great man's work and not the all too familiar condensation.

Introduction to the Study of Science. By Wayne P. Smith and Edmund Gale Jewett. The Macmillan Company, 1918.

The aim of a general science course is usually not only to provide a broad general introduction to the various specific sciences, but to stimulate the pupil's interest in the sciences by linking them up with practical and in many cases familiar phenomena. Recent books on general science show increasingly this tendency towards emphasis on the economic, social aspect of the sciences, and Smith and Jewett's "Introduction" is an excellent illustration of this treatment. Chapter V, "The Supply and Uses of Water," the chapters on transportation, and the clear, readable introduction to microbiology contained in Chapter XII, are of particular interest and value from the point of view of practical community application. The book cannot fail to make the pupil an intelligent observer of the thousand and one effects of scientific laws with which he has been unthinkingly coming into contact every day of his life.

Kingsley's Westward Ho. Abridged and edited with an introduction and notes by Sterling Andrus Leonard, M. A., Columbia University. The Macmillan Company. Pocket Classics, 1919. Price 32 cents.

Abridged to the handy and popular size of the Pocket Classics, edited for school use, Professor Leonard's edition of this inspiriting tale, which has its place with "Treasure Island" in the affections of generations of schoolchildren, has preserved in its original freshness and vigor the best of the book. His editing has not consisted of amputation, but of co-ordination of the many threads of the fascinating story on a smaller scale.

The Study of English. By Douglas Gordan Crawford. The MacMillan Company, 1919. Price, $1.20.

This comprehensive treatment of English composition, syntax and technique, will readily find a high rank among the rather numerous texts on the subject. Very complete in its scope, the book is saved from a too academic savor by the number and aptness of the extracts and illustrations, which have been generously drawn from the inexhaustible treasury of English-American literature.

Resources and Industries of the United States. By Elizabeth F. Fisher. Ginn & Company, 1919. Price, 80 cents.

Keenly alive and vividly interesting, this detailed and yet panoramic presentation of the vast natural resources and industries of the United States is a book that will arouse the enthusiasm of adults, as well as prove a most stimulating and unique revelation of his country to Young America. Professor Fisher's enthusiasm for her subject is contagious, and a book that might easily have been treated as dryly as a thesis on economic theory is permeated with the vitality of a fascinating story. As an introduction to the study of economics in high schools, the book should prove invaluable.

The Winston Simplified Dictionary. Edited by William Dodge Lewis, A. M., Ped. D., Principal of the William Penn High School, Philadelphia, and Edgar A. Singer, Ph.D., Professor of Philosophy, University of Pennsylvania. The John Co. Winston Co. Price, 96 cents.

An eminently usable school dictionary, arranged with a special view to simplifying the school boy and girl's vocabulary troubles, the Winston Simplified Dictionary should rapidly become popular in high school English departments. The key-words are set in unusually bold type, and the definitions are put forth clearly, simply, and briefly.

Children Well and Happy. By May Bliss Dickinson, R. N. LeRoy Phillips, 1918. Price, 60 cents.

An attractive, usable little manual of practical child hygiene. The book is clearly and brightly written, and has some excellent illustrations. Carrying a special appeal to the school girl of high school age, the book will interest older women as a specially apt Baby Year publication. Circulated among the school girls of today, such a book will go far to realize the Child Welfare League's hope of eliminating, in the coming generations, the many deficiencies in hygienic education that have so clearly demonstrated by the number of rejects which the United States Government labeled "physically unfit" to fight.

Personality. By Harry Collins Spillman. The Gregg Publishing Company, 1919. Price, $1.50.

A book designed to make the reader think, and think hard, about human values as they are measured in actual results, and the development of the successful human values in himself. Mr. Spillman's "Personality" is an unusually well planned addition to the growing library of Will Power and Self Government books.

Science of Plant Life. A High School Botany, Treating of the Plant and Its Relation to the Environment. By Edgar Nelson Transeau, Ph.D. The World Book Company, 1919.

The great trend of American education today towards the study of the practical, the familiar, the usable, is again demonstrated in this unique and eminently practical Botany. "The author is one of those who think that our work in botany should serve as a basis for agriculture, horticulture and forestry, just as physics and chemistry form the natural background of our manufacturing and industrial life," writes Professor Transeau in his preface. The economic application is kept in mind throughout the book, and the close relationship between botany and the industries which are based upon it is always maintained. The number and excellence of the illustrations is a special feature of the book, the author having contributed a number of unique drawings and diagrams in addition to splendid photographs.

AN OPEN LETTER

My Dear Mr. Wagner:

Your letter of April 11th asking me to write an "ad" for your next issue "that will interest superintendents, boards of education, county librarians, textbook committees and others back of the purchasing power" implies an ability on my part which you overestimate. If I were able to properly present our books in "ads" and otherwise, school and library authorities would swamp us with orders.

If, for example, I knew how to properly set forth the real merit and timeliness of Beard and Bagley's "History of the American People," superintendents and teachers would all immediately demand this book for their schools.

It is true that, in spite of my inability to do it justice, many school people have recognized the difference between Beard and Bagley and the old type textbook, and over twenty-five hundred copies are now in supplementary use in this state.

Wouldn't you think that a text which makes "The American People" its central theme; which develops the great movements in our history instead of giving a mere record of campaigns and administrations; which devotes 71½% of its material to the last one hundred and thirty years; which, in short, teaches the pupil how we came to be what we are and what a real American is—wouldn't you think such a text would instantly appeal, without the necessity for advertising it, to every educator who has the welfare of the schools at heart? Especially when its use will guarantee the "Making of an American" at the rate of $1.20 each, less a discount of 20% if applied wholesale?

Yours very truly,
T. C. MOREHOUSE,
Manager Pacific Coast,
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Editorial

TEACHING POLITICS A SCHOOL DUTY

A high school teacher of Providence, Rhode Island, by the name of Madison Gathany, has written an article for the March number of Educational Review that has some "punch" in it and solicits the attention of lovers of democracy everywhere. Mr. Gathany believes that every high school should have a course in politics and every-day events. He says: "We have studied about democracy long enough; now let us study democracy. We have studied about politics long enough; now let us study politics. We must put young America and Old America right to work in the laboratory of democracy."

At another place in his discussion he says: "American democracy will be safe only when and as long as the citizens who compose it think vigorously, think honestly, think intelligently, and act as vigorously, as honestly, as intelligently and as fearlessly as they think in respect to the problems of our national life."

It is this type of democracy that we school people ought to have in the management of educational affairs. We need to face resolutely all forms of intimidation and have the courage to die if need be for our ideals. We should realize, as Mr. Gathany so well says, "Individual neutrality (not suspension of judgment, understand) in a democracy is always disloyalty."

LOS ANGELES TEACHERS GET RECOGNITION FROM CITIZEN BODY

That the teaching force of Los Angeles is making itself felt in the political life of the community is evidenced by the following clipping from a daily paper of that city:

"The 'teacher vote' is to be a big factor in the coming primary election, says W. A. Barker, president of the Association for the Betterment of Public Service. At the weekly luncheon of the association last week, Mr. Barker pointed out that there are more than 3000 'teacher votes' in Los Angeles, and that each of these controls at least three other votes. Naturally, they will have a direct interest in the members of the Board of Education, and the candidates they settle upon—if they do get together—doubtless will be an effective boost that will land them on the final ticket."

LOS ANGELES TEACHERS MAKE PROGRESS IN PUBLICITY CAMPAIGN

By the time this issue of the Journal comes from the press, Los Angeles teachers will have under way their campaign for increased school funds with the hope that a reasonable portion of it will be used to increase teachers' salaries. An assessment of 5 per cent of one month's salary has been levied on the teaching force, creating thereby a fund of some $20,000 to be used in the proposed campaign. A committee, representing the various educational organizations within the system, has the matter in charge. It is proposed to use newspaper display advertising, personal interviews with citizens and the various modern methods used in "putting things over" in this day of "drives" and sundry devices of getting people to do things worth while.

It is too early in the campaign to forecast any results, or properly interpret the initiatory movements. There can be no question that the underlying motive is a good one. The teachers have already contributed three-fifths of the 5 per cent assessment in all seriousness and good will. Because the teaching force is necessarily confined to their work five days of the week, a non-school campaign manager and numerous assistants have been employed to carry on the work.

To the average teacher there is considerable indefiniteness in the plan. She doesn't quite see any assurance of an increased salary, even though increased funds are available for such a possibility. She has been told numerous times of the validity of her claim, but has had to be contented with seeing almost every other employee of the system granted an increase while listening to the plea that there were no funds to gratify her hopes and aspirations. .

The Los Angeles teacher is drifting pretty rapidly to the conclusion that her first duty is to see that a board of education is elected that will have the sense of justice and fair play deeply seated enough to give her the same consideration in the problem of the high cost of living as has been accorded the plumbers, the painters, the clerks and the host of non-teaching employees. There seems to be no hesitancy in asking her to contribute her money and services to all sorts of drives and donations; to have her sign contracts to teach holidays, nights, Saturdays and Sundays; to ask her to contribute three days of teaching free of charge, and so forth; but when the plea comes for an increase in salary to help meet all these contingencies, she is told to direct her attention to the county board of supervisors on the plea that it is that body that regulates the amount of funds available for school expenditures. This plea might have some validity if increases for salaries in other departments were placed before the same tribunal for determination. But so far as the average teacher can see, such has not been the case.

The situation, however, has some elements of optimism in it. The fund of $20,000 so generously contributed by the teaching force ought to bring a general demand and willingness to grant a reasonable increase in salaries. The necessity for organization and co-operation will help the teachers to understand each other better, so that no doubt there will come great good from the campaign.

THEODORE ROOSEVELT ON RIGHT OF PEOPLE TO RULE

The philosophy of Theodore Roosevelt was so simple, so wholesome and so intensely democratic that we find ourselves turning constantly to his utterances for mental and spiritual guidance in this time of unsettled and extremely critical affairs. The following quotation is the climax of an address he gave at Carnegie Hall, New York City, under the auspices of the Civic Forum, Wednesday evening, March 20, 1912. Although the world has gone through, or is going through, the greatest crisis of all history since Mr. Roosevelt said these words, his interpretation of American life and ideals still holds true.

"There is no danger of a revolution in this country; but there is grave discontent and unrest, and in order to remove them there is need of all the wisdom and probity and deep-seated faith in, and purpose to uplift humanity, we have at our command.

"Friends, our task as Americans is to strive for social and industrial justice, achieved through the genuine rule of the people. This is our end, our purpose. The methods for achieving the ends are merely expedients, to be finally accepted or rejected, according as actual experience shows that they work well or ill. But in our hearts they must have this lofty purpose, and we must strive for it in all earnestness and sincerity, or our work will come to nothing. In order to succeed we need leaders of inspired idealism, leaders to whom are granted great vision, who dream greatly and strive to make their dreams come true; who can kindle the people with the fire of their own burning souls. The leader for the time being, whoever he may be, is but an instrument, to be used until broken, and then to be cast aside; and if he is worth his salt, he will care no more when he is broken than a soldier cares when he is sent where his life is forfeit in order that the victory may be won. In the long fight for righteousness, the watchword for all of us is, spend and be spent. It is of little matter whether any one man fails or succeeds, but the cause shall not fail, for it is the cause of mankind.

"We, here in America, hold in our hands the hope of the world, the fate of the coming years; and shame and disgrace will be ours if in our eyes the light of high resolve is dimmed, if we trail in the dust the golden hopes of men. If on this new continent we merely build another country of great but unjustly divided material prosperity, we shall have done nothing; and we shall do as little if we merely set the greed of envy against the greed of arrogance, and thereby destroy the material well-being of all of us. To turn this government either into government by a plutocracy or government by a mob, would be to repeat on a larger scale the lamentable failures of a world that is dead. We stand against all tyranny, by the few or by the many. We stand for the rule of the many in the interest of all of us, for the rule of the many in a spirit of courage, of commonsense, of high purpose, above all in a spirit of kindly justice towards every man and every woman. We not merely admit, but insist, that there must be self-control on the part of the people, that they must

keenly perceive their own duties as well as the rights of others; but we also insist that the people can do nothing unless they not merely have, but exercise to the full, their own rights. The worth of our great experiment depends upon its being in good faith an experiment—the first that has ever been tried—in true democracy on the scale of a continent, on a scale as vast as that of the mightiest empires of the Old World. Surely this is a noble ideal, an ideal for which it is worth while to strive, an ideal for which at need it is worth while to sacrifice much; for our ideal is the rule of the people in a spirit of friendliest brotherhood towards each and every one of the people."

NEWS ITEMS OF SOUTHERN CALIFORNIA INTEREST

R. E. POLLICH
Juvenile Hall School, Los Angeles

Shortage of Teachers

Los Angeles county, like all other counties throughout the state and country, is suffering from the lack of teachers. Mark Keppel, county superintendent, recently stated that the situation has already reached a serious state and that he would like to have a line on at least a hundred teachers at this time. In this connection, Mr. Keppel says: "There are three reasons for the teacher shortage—many have gone into war work; high cost of living, and low pay , have forced many to abandon their profession; and the business world, with its increased salaries, has drawn to a tremendous extent from the teaching profession for help."

The situation in Los Angeles city is every bit as alarming as that existing in the country. Many schools are short of teachers and the superintendent's office has but few substitutes with which to supply the vacancies. One principal reports that on a Wednesday, a few weeks ago, he called in for a substitute to take the class of a teacher out because of illness. On the Tuesday following a young lady, barely past eighteen years of age, who had just graduated from the Normal School on the Friday previous, was sent out. It was necessary for the principal to put this young lady at work in an ungraded room, where, because of the nature of the class, none but an experienced teacher should have been placed. It happened that the young lady in question was much superior, especially as a disciplinarian, to the average inexperienced teacher; but—it just so happened.

Conditions are really alarming and there is no question about the fact that if the people wish to maintain first-class schools

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they must pay their teachers a living wage. But what's the use of this sort of publicity sent out through the pages of an educational journal? Nobody but teachers read educational journals, and it's rumored that they are beginning to half way realize that they are somewhat underpaid; so why tell them about it?

The only reason for attempting to tell teachers about these things is because it seems that they—the ones concerned—are only half conscious of the fact that they should be receiving at least as much as the janitor or his assistant. As long as the teachers are willing to stand for it, why should the legislators or supervisors or boards of education worry? The less they pay the teachers, thereby keeping down expenses, the better the record they think they make in the eyes of the tax-paying public. It might be wise now and then—especially now—to let some of these officials know that teachers are tax-payers and that in California all teachers are voters.

The fact of the matter is, that before teachers will receive salaries commensurate with the service rendered, they must come forth and tell the world that they fully realize their position as regards wages and that henceforth they will continue to keep the public fully informed on the situation.

Twelve Dollars for Graduation Gowns

The "economy committee" of the faculty of the Long Beach High School decided to grant the appeal of the senior girls, that they be allowed to spend more money on their graduation gowns than was permitted last year.

"Owing to the present high prices of cotton dress materials, the maximum was raised," the committee announced. "At this price a simple gown of less expensive wash silks can be obtained. Therefore, the increased allowance seems true economy and also will give great satisfaction to the girls."

For Organizations

Dr. Shiels, superintendent, has issued a pamphlet containing a list of subjects, names of speakers and dates when speakers will be available to address parent-teacher associations or other organizations in and about Los Angeles interested in the schools and education.

In a statement preceding the schedule, the superintendent says:

"Requests are constantly being made for speakers from the Department of Education, in order to enable organizations interested in the schools to obtain a speaker on subjects in which such organizations are interested. The following schedule has been arranged, it being understood that the speakers would be available between 3:30 and 5 o'clock on the days and during the months stated. In each case the name of the speaker and the address and telephone number are given. It is advised that anyone desiring the services of a speaker should endeavor to communicate with him not less than one week before the proposed date."

The list contains subjects covering every phase of educational work conducted in Los Angeles city, along with the names, addresses and telephone numbers of the speakers.

The following, being only a few of the subjects listed, will give the reader an idea of the ground covered by the pamphlet:

"How Los Angeles Selects Its Public School Teachers," Mrs. Susan M. Dorsey, assistant superintendent of schools; "Vocal Music in the Elementary Schools," Kathryn E. Stone, supervisor of music department; "The Business of the School Psychologist," Dr. Sutherland, school psychologist; "A Day in the Life of a Home Teacher," Miss Amanda Chase, home teacher at Bridge street school; "The Teachers' Wage," E. E. Hitchcock, principal of Cornwell street school; "Educational Measurements in the School—How the Teacher Measures the Progress of Her Pupils in Academic Subjects," Robert H. Lane, director department of educational research; "The Neighborhood Schools of Los Angeles," Miss Nora Steny, principal Macey street school; "The Principal's Work in the Elementary School," Elizabeth H. Witman, principal of Nevin avenue school; "Compulsory Education and the Parental Schools," Dr. E. J. Lickley, director of compulsory education and child welfare; "The Music Course in the High Schools," Mrs. Gertrude B. Parsons, head of the department of music, Polytechnic High School.

Summer Schools

Los Angeles city plans to operate a most extensive summer school session this year. The superintendent's office has been giving considerable time to this feature of the work and has decided to conduct nearly one hundred schools during the summer months, employing some seven hundred or more teachers. The reason for conducting these schools on such a large scale during the coming vacation period this year is to give the children an added opportunity to make up the work lost during the enforced vacation caused by the influenza epidemic.

No Uniform Dress for High School Girls

The annual period for discussing and voting on the question, "Shall High School Girls Wear Uniforms?" has again arrived at the various Los Angeles high schools. The subject has already made the rounds of most of the local high schools, and as in the past has received a majority vote in the negative. As queer as it may seem, the girls of today, like those of the period of our grandmothers' girlhood days, show by their action at the ballot box that the prevailing fashions of the day are wholly satisfactory.

New High School for Los Angeles

Tentative plans for the erection of a new high school east of the river, to be known as Roosevelt High School, were presented to the Board of Education by the finance committee. The board is reported to be in favor of building such a school for the benefit of the people of Boyle Heights, providing finances permit.

Tractor Exhibit

Last week at Manual Arts High School a tractor exhibit was held. The exhibit was viewed with interest by the entire student body and faculty. Those students studying agriculture were particularly interested in the machines. Mr. J. B. Cocoran, director of the exhibit, instructed the students, both boys and girls, in the various features concerning tractors, giving special attention to their operation.

Spring Vacation

The schools of Los Angeles city will be closed during the week beginning Monday, April 14, for spring vacation. For a time it was hoped that the last two days of the week would suffice for a vacation and that schools would be operated during the first three days as a means to assist the children in making up work lost during the enforced vacation, but when the great amount of illness on the part of teachers and children was considered, it seemed advisable to declare a vacation for the entire week.

H. S. T. A. Executive Committee

Miss Nell D. Scott and Mr. Herbert F. Clark, teachers of the Senton's Intermediate School, have been appointed to serve on the executive committee of the Los Angeles High School Teachers' Association. They were chosen to serve in the places of Miss Sarah Heath and Mr. Geo. H. Grinnell, whose terms have expired.

Teachers of Spanish

On April 26 Professor Espinosa of Stanford University will address a meeting of teachers of Spanish in the Hamburger Auditorium. The entire address is to be delivered in Spanish. The purpose of the meeting is to form a Los Angeles chapter of the American Association of Spanish Teachers. The committee on organization is made up of Mr. Geo. W. H. Shield, Manual Arts High School, chairman; Miss K. D. Loby, Pasadena High School, and Mr. Roy E. Schulz, University of Southern California.

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(d) a brief elementary course in business training for students enrolled in city evening high and vocational training schools.
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(Free publication will be promptly made in this column of all bids furnished by country school superintendents and others interested; and special attention of all advertisers will be directed to the items. Letters regarding this column should be addressed to Chauncey M'Govern, Associate Managing Editor, Hearst-Examiner Bldg., San Francisco; telephone: Kearny 4021.

"Sec. 1608. Boards of school trustees, and city boards of education, shall have the power, and it shall be their duty:

"PURCHASE FURNITURE, BOOKS, ETC.

"2d—Except as otherwise provided in this code, to PURCHASE SCHOOL FURNITURE, including MUSICAL INSTRUMENTS, and APPARATUS, and such OTHER ARTICLES as may be necessary for the use of the schools. . . ."—School Law of California, 1917, page 87.

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New bids will be called for building Winship school at Eureka, Cal., on account of a union-labor clause in the contract already awarded to Louis Halversen but not signed on that account.

For new school buildings and equipment, the Board of Education at Honolulu, T. H., have appropriated $117,000.

Books and equipment to value of $20,000 will be wanted immediately by school trustees at Alamos, Cal., to replace those burned on March 14.

Four more rooms, with regular equipment for classes, at cost of $15,000, has been voted by trustees of Lincoln grammar school at Madera, Cal.

New grammar schools, with equipment, to cost $150,000, are being planned by trustees of the Covina, Cal., city grammar school district.

Plans have been accepted for enlarging high school building, and erection of an executive building and a gymnasium, to cost some $100,000, at Globe, Arizona. Write secretary of Globe School District Trustees, for details. Office equipment included.

New buildings and equipment, to cost $150,000, are being arranged by trustees of Orange, Cal., Union High School district. Hon. Geo. C. Woods of Orange has details.

Calexico, Cal., school trustees, at Rockwood school, Calexico, are arranging for a $30,000 school building. Hon. W. J. Philips, clerk, Calexico, for details.

Calla, Cal., school trustees, near Stockton, are planning expending $12,750 for a new school house.

School board at Pt. Fermin, San Pedro, Cal., are putting up a new $15,000 building, and are in the market for equipment.

Pasadena, Cal., School Board are planning two new school buildings.

New union high school building is to be put up at Calipatria, Cal., according to Brawley, Cal., News.

Architect W. N. Weeks, 75 Post street, San Francisco, has secured contract for plans for a union high school building at Hamilton City, near Chico, Cal. Secretary P. S. Quigley at Hamilton City, Cal., has details.

Trustees E. Thayer and Lillian M. Page have decided on a new $20,000 school building for Greenfield, near King City, Cal. Write Hon. H. N. Young, King City, Cal., for information.

A vocational school, as a memorial to Contra Costa soldiers, proposed by City Superintendent of Schools W. T. Helms of Richmond, Cal.

Extensive building, alterations, equipment, etc., will be bought by San Francisco Board of Education this month. Details at office of Board of Education.

Plans are wanted for a new high school building, Fowler, Cal., twelve class-rooms and auditorium. Write Edwin Gower, clerk of the board at Fowler.

Furniture, equipment and supplies in quantity wanted for 1919-20 by Alameda City Board of Education Hon. C. J. Du Four is secretary, at city hall.

Honolulu Board of Education will construct and equip a new $130,000 high school; now advertising for bids for construction.

Trustees M. Waite, H. V. O'Neal and J. B. Hildebrand of August School district, Stockton, have decided on a $12,000 school building, with equipment. Plans wanted shortly.

Equipment will be wanted soon for new $22,000 grade school building at Watts, Cal., for which Allison & Allison of Los Angeles are drawing plans.

Plans wanted for a $40,000 high school building at Hemet, Cal. Hon. C. E. Goodline, Hemet, Cal., clerk of board, for details.

Architect Jas. T. Harbett of Richmond, Cal., is preparing plans for high school at Brentwood, Cal. Robert Wallace, Brentwood, is clerk of the Brentwood High School Board of Trustees.

All sorts of articles to be used by the public schools of San Francisco, Oakland, Alameda, and Berkeley, during 1919-20, are now listed, and bid forms ready, obtainable from the secretary of the Board of Education in each of these cities. No advertiser should overlook these opportunities immediately.

Manual training equipment bids wanted before April 7 by Dan W. Pratt, clerk of the Oakland High School district, Room 211 City Hall, Oakland.

Many items are wanted by trustees of the Highland, Cal., School district, A. N. McHenry, clerk. Bids must be in before April 19.

Three new eight room school buildings are being planned by San Bernardino school trustees.

Contract for a 12-room cement school building at Wasco, Cal., will be let on April 15. D. H. Briggs is clerk of the board. Bids for a complete heating plant will be received at same time.

Remodeling school building at Maricopa, Cal., and new equipment, to value of $20,000, has been voted by the Paleto school district taxpayers.

Bids are wanted for office equipment and furniture for office of district attorney of Los Anbeles, by city purchasing agent. Filing devices form special items.

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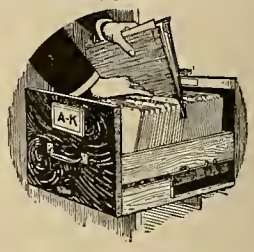

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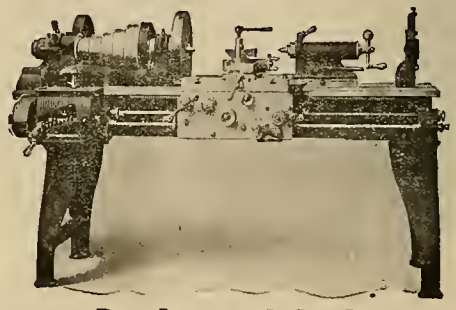
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New sanitary system and new heating plant will be added to Dunsmuir grammar school. Architect H. C. Smith, Humboldt Bank building, San Francisco, prepared the plans.

New building and equipment to cost $150,000 will be decided on by Covina City, Cal., this month.

Fifty thousand dollars appropriated for new school building at Point Fermin, San Pedro, Cal. Architect, Sumner P. Hunt.

Watts, Cal., votes on $30,000 measure for new schools this month, Secretary of Watts School district, Los Angeles county, having details.

Fresno is voting this month on a $2,000,000 school measure. Superintendent Jerome O. Cross for details.

Calistoga, Cal., high school district is to have a $60,000 new building and equipment. Hon. Ralph J. Williams, Calistoga, has details, as clerk of the school district.

New grammar school for Tudor, Sutter county, to cost $10,000, with equipment, decided on April 22d.

Bids received until April 7 for constructing two-story concrete building at Eureka, Cal. Superintendent Geo. B. Albee for details.

Secretary J. R. Fontaine of the Fresno Board of Education, is advertising for bids for school supplies for 1919-20. Must be in before April 18.

New high school building at Dunsmuir, Siskiyou, to cost about $30,000, being planned by Architect H. C. Smith of San Francisco.

Numerous bids are wanted for school supplies by Board of Education, 1437 San Pedro street, Los Angeles, before April 9, 1919.

Architects Glass & Butner, whose headquarters for a long time have been in the Cory Building, Fresno, have received so many sizeable orders from school boards in California—for new school buildings, auditoriums and gymnasiums, as well as for remodeling same—that they find themselves compelled to open larger branch offices in San Francisco. The location will be announced in the May issue of The Western Journal of Education. The senior member of the firm is a native-born Californian, who has had architectural experience in the offices of some of the most prominent architects in the East.

A feature of the May issue will be an article on "How the School Building Should Be Heated," by Chas. T. Phillips, C. E., of San Francisco.

The Western Asbestos Supply Company, of which Frank Malloye is president and manager, have an announcement of interest to all school trustees in the advertising columns of this number.

An article of absorbing interest, telling in five minutes what everyone should know of the development of photography from the daguerrotype to the made-movie, will appear in the May issue. It is by Manager J. W. Porter, of the Tam Film Company, who make a specialty of supply films and slides to schools.

A beautiful picture of the "Standard" Secretarial School, of 846 California street, San Francisco, which reached the editor too late for the April number, will appear in the May issue of The Western Journal of Education.

California school boards will do ten times more building and equipping this year than during the preceding five years.

Fresno City Board of Education wants extensive number of bids for school supplies for 1919-1920. See J. R. Fontaine, High School Building, Fresno, for blank forms.

Plans wanted soon for grammar school building at San Justo, Cal. County Superintendent of Schools W. J. Cagney says it will cost some $10,000.

Blythe School District, Riverside, Cal., plans new building.

Berkeley, Cal., has voted $2,321,000 for new schools and equipment.

Plans being made for funds for new school at Cininibar, Cal., according to Petaluma Courier.

Plans for $35,000 school building for Grangeville, Cal., school district, will be wanted soon by trustees, according to Hanford Journal.

School supplies of all sorts wanted by Board of Education of Long Beach City School District, of which Hon. E. S. Acres, 505 National Bank Building of Long Beach, is secretary. Paper dealers especially interested; also stationers.

Gymnasium equipment wanted by Polytechnic High School Trustees, 400 W. Washington street, Los Angeles. Specifications in office of secretary, 730 Security Building, Los Angeles.

Equipment for a $20,000 school building in eastern section of Burlingame wanted shortly.

Architect Louis P. Hobart is preparing plans for three-room addition to Hillsborough Building, to cost $10,000.

A new Baptist divinity school for Berkeley, to cost $70,000, is announced by the Berkeley Times.

Trustees of Artois School District, near Sacramento, are planning a $25,000 building.

Bids are wanted for a countless number of various school supplies for 1919-1920 by the Grammar School Board of Education and the Berkeley School District. Full lists and details from Hon. Nellie L. Crowl, secretary of Board at 2133 Allison Way, Berkeley.

Equipment needed for new Emeryville, Alameda County, school. Secretary Hawley, Forty-first street school, for details.

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TEACHING BEGINNERS TO READ

The Beacon Method

Research in the psychology of reading is not a new study. Forty years ago it was discovered that the eye moves by jerks across a printed line, and the proof that the eye can grasp at a single pause of fixation only a limited number of letters, though sometimes the sweep of the eye between points of fixation was sufficiently wide to include common phrases and even clauses, led to the contention on the part of many educators that children should be trained to read not word by word, but so as to grasp wider units, such as common phrases and groups of words. This conception of reading was believed to apply alike to children and adults, and to be equally true of oral and of silent reading.

A series of experiments conducted at the University of Chicago (1915-1918) under the supervision of Dr. Charles Hubbard Judd, in which the eye-movements were photographed from a mirror upon a moving picture film, thus furnishing a permanent and accurate record, has proved this conception to be wrong. Among the facts proved by Dr. Judd's experiments are these:

> In **silent reading** the eye-movements of adults and children in grades above the fourth tend to proceed by **words, phrases** and **clauses**. (This substantiates the facts brought out by previous experimenters in this field.)
>
> In **oral reading**, for adults as well as for children, the **word was the unit of fixation.**
>
> For children below the fourth grade, in their reading, **whether silent or oral, the word was the unit of fixation.**

This proves conclusively that silent and oral reading are two different processes, and Dr. Judd's deduction is that the **word method coupled with the phonetic** is the quickest and most logical way of teaching little children to read. Thus, the principles of **The Beacon Method** are absolutely substantiated.

"The problem before the teacher of reading is to take the oral language with which the pupil is familiar and by the most economical method to add to his mental equipment printed words and phrases." The phonetic elements "cannot be omitted from any complete training of pupils. The experience of schools in this matter is unequivocal. A child can read without analysis (only) so long as his vocabulary is small and the words are short." **The Beacon Method** meets this requirement absolutely.

In his monograph on the results of his experiments (Reading: Its Nature and Development), Dr. Judd quotes from the **Beacon Primer**, p. v, Directions to Teachers:

> "Do not confuse the directions found on this and on the following pages, which relate entirely to the development of the phonetic power, with the directions which relate solely to the development of the reading lessons by the word and sentence method. It should be clearly understood that at first there must be two distinct lines of teaching carried on side by side, namely: (1) the drill upon phonetic lists for the purpose of developing phonetic power in the child; (2) the reading of simple stories by the word and sentence method until the child's power in phonetics is far enough advanced to enable him to apply it in his reading lessons."

Another instance of Dr. Judd's favorable opinion of the **Beacon Method** is to be seen in the following statement in a letter to Mr. James H. Fassett:

> "I have been very much interested in the phonic system which you have developed and used in your schools. . . . I feel very clear that you have made a distinct advance in the treatment of phonic elements for young readers. I was much interested in what I saw of the actual operation of this system in the schools and am sure that you have made a distinct contribution to the psychology and practice of teaching reading."

Mr. Fassett has summarized his digest of Dr. Judd's monograph in its bearing upon the **Beacon Method** briefly under three heads as follows:

1. **The Beacon Method** has been criticized by certain people because it emphasizes the word, taught as a unit, as a valuable instrument in teaching little children to read. These critics have said that the child should be taught from the beginning to visualize in "larger units than the word." Hence the agonizing attempts to force the child to see phrases, clauses, and even sentences, as wholes.

The photographic films of eye-movements, however, tell the story. They speak plainly, and in terms which admit of no controversy, that:

> No child in oral reading visualizes in units greater than the word. **Beacon is right; the critics are wrong.**

2. The photographic films of eye-movements clearly prove, without any possibility of doubt, that the word method, when used alone, is not enough; that it soon "begins to be in difficulty"; that it produces "confusion"; and, finally, that if the child is to be kept out of "confusion" he **must have training in phonetics.** "The experience of schools in this matter is unequivocal." (The quotations are from Dr. Judd's monograph.)

Again Beacon is right.

3. **The Beacon Method** emphasizes the fact that there should be this "dual" approach to the problem of reading. While it was obviously impossible for him to advocate any one system, Dr. Judd does single out and quote from the **Beacon** the paragraphs which most clearly set forth this "dual" approach, namely, the word method carried on hand in hand with phonetic drill. (See Dr. Judd's monograph, pp. 7, 8.)

> No other method offered to teachers makes this clear distinction. **Beacon is right.**

In connection with the experiments conducted under the supervision of Dr. Judd, it is interesting to note in detail one method used in the case of three pupils whose ages ranged from 7 to 10½ years, and who were subject to what is known to the medical profession as congenital word-blindness. All were physically well and strong, but were quite unable to recognize words and so learn to read with any success. The method used with these three pupils was a combination of the word and sentence method with stress upon the letter sounds through stories. In other words, it was **the word and sentence method coupled with the phonetic**—the principle of the **Beacon Method.**

The report of the method is quoted from Dr. Judd's monograph, pp. 127-128.

Mrs. Lelah C. Russell employed special methods with the pupils. The devices which she used were action words and elaborate phonetic stories. She printed and wrote such words as "run," "come," "walk," "jump" on cards and used them in games with the pupils. The play impulse of the pupils was thus utilized to turn their attention to printed words. The phonic training was by means of stories which Mrs. Russell describes in the following statement:

Along with this work (use of action words) and beginning with it the phonic side of reading should be taken up. The easiest sounds should be taught first. The easiest are those which can be prolonged indefinitely, such as r, f, l, m, s. In the effort to make the work interesting and enjoyable the phonics are presented in a story, associating each sound with parts of the story. The story is told as a serial, stopping at an interesting point at the end of each period. The capital and small letters of the alphabet are printed on cards, one to a card, including the combinations sh, wh, th, ch. On the reverse side of the card the capital and small letters are written in script. The story goes as follows:

When I was a little girl just about as big as you little people, we lived on a farm. My brother, who was two years older than I, had a dog whose name was Spot. I had a dear little kitten, Tabby. One day Bert, my brother, and I were playing in the orchard. You know what an orchard is, don't you? Yes, that's right—it is a big yard full of fruit trees. Now can you guess why we liked to play in the orchard? Yes, that's right; you know little boys and girls like cherries and apples.

All at once we heard old Spot saying, "r, r, r." Did you ever hear a dog growl like that? (show letter). What did he say? (write letter on board). (Children keenly interested repeat "r, r, r," associating the sound with the letter.) We ran quickly to the place from which the sound came, and what do you think? There was Spot standing on his hind legs with his forepaws stretched high up on the tree still saying (present card r).

Bert laughed to see old Spot, but I cried when I looked up in the tree and saw my Tabby with her back arched like a Hallowe'en kitty and her tail twice as big as it ought to be saying "f, f, f" (show card and write letter on board). I made Spot get down and scolded him for frightening my kitty. Bert climbed up into the tree and handed me Tabby. While he was getting her he spied some ripe cherries. He ate so many and ate them so fast that he swallowed a seed, and while he was trying to get it out of his throat he said "c, c, c." (present card, etc.) So he came down and didn't eat any more cherries.

Just then we heard mother ring the bell, which meant that dinner was ready. It said "1, 1, 1." We all scampered to the house. When we got there Spot was very tired. I heard him say "h, h, h," so I knew he wanted a drink.

Mother told Bert to go to the barn and feed old bossy cow, who had been saying "m, m, m" for a long time.

The story goes on in this fashion day after day, each lesson reviewing sounds already learned and adding new ones. Si-

multaneous with the teaching of phonetics should be taken up the training of the ear in the analysis of the sounds of form words.

Write the publishers, Ginn & Company, at 20 Second street, San Francisco, for further information concerning the Beacon Method, which is being so generally adopted everywhere.

A RARE OPPORTUNITY FOR SUMMER SCHOOL WORK

The Battle Creek Normal School of Physical Education has published its catalogue of the Summer School of Physical Education with some striking and important announcements.

The school will be directed by the most prominent man in school circles in the educational field of physical training, Dr. C. Ward Crampton, the Director of Physical Training, Health Education, Athletics and Recreation of the New York City School System.

His methods will be the basis of special lecture courses in public school methods and the practical work for all of the students.

This will be good news to many progressive superintendents. There has been such a tremendous awakening of the needs of physical exercise, directed play and health education on account of the soldiers in the draft, that the call for teachers has far exceeded the supply.

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Miss Dobbins is one of the three Chalif Gold Medalists in the United States and during the last year has been a special student of Isadora Duncan.

Equipment is being doubled and we expect a large registration. Housing facilities both in the city and on the neighboring lakes have been obtained. A new gymnasium with the club house features is about to be opened. The playgrounds and out-door gymnasium with swimming pool have been renewed and brought up to date.

The New York methods, which are up to date, will be given at Battle Creek with the best human sympathy to apply them to flesh and blood little children.

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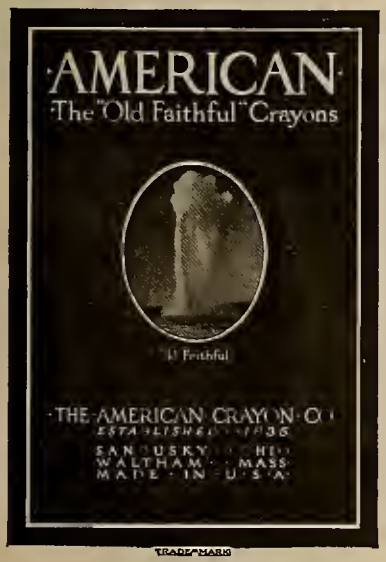

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Vol. XXV, No. 5 SAN FRANCISCO, MAY, 1919 Price, 15 cts.

MEETINGS

Bay Section the California Teachers' Association; Wm J. Cooper, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal. Meeting week of May 7.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the California Teachers' Association; E. E. Brownell, Gilroy, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone.

The Western Journal of Education

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CHAUNCEY M'GOVERN, Associate Managing Editor.
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ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, MAY, 1919

The State Board of Education met in special session in Sacramento, May 5 to 8, 1919.

Mrs. Agnes Ray, chairman of the Legislative Committee of the Board, was tendered a vote of thanks by the Board for her very efficient work during the recent session of the Legislature.

Superintendent Wood made the statement that there is genuine need for better support for the elementary schools, which is shown by reports from the various counties, and read excerpts from letters received from county superintendents of schools bearing out this statement.

J. C. Boswick, who has been employed as director of War Emergency Work, was appointed supervisor of Trade and Industrial Instruction, at a salary of $3600 per annum, his services, with this title, under this appointment, to begin July 1, 1919.

The salary of Miss Maude I. Murchie, State Supervisor of Teacher Training Courses in Home Economics, was increased to $3300 per annum for the fiscal year 1919-1920, with the understanding that this salary will be raised to $3600 per annum at the beginning of the fiscal year 1920-1921.

Dr. McNaught reported that the revision of music books suggested by the Silver-Burdett Company, with slight modifications, was satisfactory.

The matter of German folk tales in the First Reader was considered by the cabinet, in accordance with the Board's instructions at the March meeting, and the cabinet reported that it considers the subject matter of these folk tales unobjectionable, but that the German references will be eliminated in the next edition.

The cabinet made the following report on the subject of cigarettes: Mr. Hetherington reported that, in his judgment, the habit can be overcome only by proper leadership among the boys and that that will come about largely through physical education. Commissioner Olney suggested the advisability of preparing a course of study which will include emphasis upon the evils of cigarette smoking through the grades and the organization of a suitable course of study in hygiene in the school to include adequate discussion of this matter.

The following resolution relative to the minimum requirements for graduation from high schools was adopted:

"Resolved, That after July 1, 1919, the California State Board of Education will approve only such high school courses of study as required for graduation after July 1, 1920:

"(A) As to form—two majors of at least three units each in the following groups:

"1. English.

"2. Mathematics, including Mechanical Drawing.

"3. History and Social Science.

"4. Physical and Biological Sciences.

"5. Foreign Languages (three or more units in one language or two units each in two languages).

"(B) As to content:

"English, two units.

"U. S. History and Civics, one unit.

"A Laboratory Science, one unit.

"In vocational courses, one unit of citizenship may be included with two units of English to make one major."

The following resolution was suggested, but the Board voted that this resolution should be taken up in the joint session with the normal school presidents in July:

"Whereas, the requirements for graduation from the high schools of California have been fixed by the State Board of Education; therefore be it

"Resolved, That the general requirements for entrance to a State normal school are hereby amended by eliminating all subjects required to be taken in high school."

The case of Edward E. Streeter, against whom charges had been preferred for immorality and evident unfitness for teaching, having been made a special order of business for Tuesday, May 6, 1919, at 10 a. m, and the said Edward E. Streeter not having appeared either in person or by authorized representative, his credential in special subjects, issued December 24, 1917, was revoked.

Miss Julia P. Parnell, who was cited to appear before the Board to answer to charges brought against her by the superintendent of schools of San Bernardino County for breach of contract in the city of San Bernardino, appeared before the Board and stated her case. After the Board had reviewed the findings in the case very carefully, the life diploma of Miss Parnell was revoked for one day.

The application of the University of California for accreditation in library craft, technique and use was granted.

The following resolution was adopted:

"Resolved, That we approve the recommendation of the cabinet that general science work done in the eighth year of an intermediate course may be counted for entrance at normal schools if the course is accepted by the high school toward graduation and if the teacher giving the course holds a high school or intermediate school permit"

The following textbooks were ordered printed: Introductory Geography, 10,000 copies; Advanced Geography, 15,000 copies; Copy Book, Five, 25,000 copies; Civics, 5,000 copies.

Prices on new textbooks were fixed as follows: Speller, Book One, f. o. b. Sacramento 4 cents, postpaid 6 cents; Speller, Book Two, f. o. b. Sacramento 5 cents, postpaid 7 cents; Teachers' Manual of Spelling, f. o. b. Sacramento 17 cents, postpaid 23 cents.

Resolutions were adopted expressing the appreciation of the members of the Board to the education committee of the Senate and Assembly and especially to the chairman of such committee, Senator Herbert C. Jones and Assemblyman Elizabeth Hughes, also Senator W. J. Carr, chairman of the Committee on Finance, and Assemblyman T. M. Wright, chairman of Ways and Means, for their attentive consideration of its education measures.

In reference to the resolution passed by the Legislature providing for the appointment of three senators and three assemblymen to serve as a general commit-

tee to investigate the school system during the next biennium, the Board voted to offer its co-operation in the work of the committee.

The request of Miss Maude I. Murchie to attend the meeting of the State Home Economics Association, to be held in Portland, Oregon, May 17, was granted.

In the matter of the request of T. S. MacQuiddy, superintendent of city schools of Watsonville, for advice of the Board in reference to rules and regulations of the Board Section 3, Subdivision (i), the second paragraph, last sentence, was amended to read as follows:

"Upon any subsequent conviction of the same offense or of any other offense herein mentioned, such pupils shall be suspended from attendance upon the schools for a period of not less than two weeks nor more than the remainder of the current school year."

Superintendent Wood announced that it was decided tentatively to call a conference on Americanization for Friday and Saturday, July 25 and 26, at Berkeley.

The following resolution was adopted:

"Resolved, That holders of kindergarten certificates who can show three years or more of preparation beyond graduation from high school, or the equivalent of three years of preparation, for example, two years of training in a kindergarten or other teacher-training school, plus at least two years of experience, and who take a full six weeks' course of intensive work, or the equivalent in Saturday classes, in the subject for which special certification is desired, and who are recommended by the head of the normal school department in which such special work is taken and by the president of the State Normal School, may be granted a special certificate of elementary grade in any of the following subjects: (a) Primary construction; (b) Basketry and weaving; (c) Drawing; (d) Play and playground management; (e) Teaching special classes in citizenship."

Mrs. Ray asked if we might not request the normal school presidents to bring to the joint session of the State Board of Education and the normal school presidents the heads of their art departments, for a conference in the matter of promoting art in the State and for devising some co-operation between them and this Board and the various districts of the State, in order to get the movement started at this time. The matter was referred to the executive secretary with the request that he correspond with the normal school presidents, and, if possible, arrange for such conference.

The question of establishing a teachers' placement bureau was discussed informally and laid over for consideration at the July meeting.

Retirement Salary Business

Refunds of erroneous salary deductions, amounting to $120.95, were granted.

Retirement salaries were granted as follows:

Five Hundred Dollars per Annum—Horace N. Caldwell, Fowler; Violet Abbie Francis, Alameda; Wm. J. Hamilton, San Luis Obispo; Elmer T. Ingham, San Fernando; Mary J. Lightner, Los Angeles; Abbis McLaughlin, Los Angeles; Mrs. Caroline A. Miller, Pasadena; Margaret V. Powers, San Francisco; Susan M. Roberts, Fresno; Alberta E. Stearns, Pasadena; Adelaide Vose, Los Angeles; Mrs. Eva Whalen, Ono.

Under Section 14 of the Law—Mrs. Elise M. Cody, San Francisco; Adelaide Hamlin, Alameda; Mrs. Emma S. Martin, Oak Run; Ruth Raymond, San Jose.

The Board adjourned to meet in regular quarterly session in Santa Barbara, July 7. In connection with this meeting, the annual joint meeting of the presidents of the State normal schools with the State Board of Education will be held, beginning July 9, 1919.

Respectfully submitted,
Will C. Wood, Secretary.

THE NAME OF THE CALIFORNIA POPPY

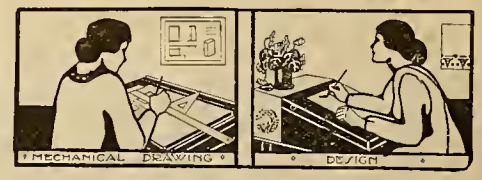
By David Starr Jordan

Adelbert Chamisso was a poet a hundred years ago. He was born in France, noble by birth and banished by the French Revolution. In Germany he wrote pleasant verses and told the story of Peter Schlemihl, an unfortunate gentleman who sold his shadow to the Devil, who had offered him a good price for it, a sum big enough to have bought something more substantial. The Devil—at that time a tall, slender and perfectly polite person—stooped down, took the shadow, rolled it up and walked off with it under his arm. After this the luckless Peter found himself wholly unable to cast even a small shadow, such as you and I throw out at noon. This fact worried him very much and his friends would not believe his explanation. Finally they laid him away in the great shadow of the Earth which reaches beyond the moon and is called Night.

So it happened that when the Russian Captain, Otto von Kotzebue, took charge of the ship Ruric, for a sail around the world, he took Chamisso with him as naturalist. And on the Ruric also was Dr. Eschscholtz, a Russian naturalist, who was professor of Anatomy in his home university of Dorpat.

When the Ruric, going around the world, came in the spring in sight of California, she came to anchor somewhere off the county of San Luis Obispo.

Chamisso, going ashore, came back with a great sheaf of golden blossoms. To his learned friend, Dr. Johann Friedrich Eschscholtz, he haid: "Here is a new flower, that nobody ever saw before. I am going to name it for you." And so our Golden poppy must bear forever the name of Eschscholtzia Californica. This name is much harder to spell than to pronounce; Russian names are often that way. In science, you know, every plant and every animal has to keep the first name ever given to it. If we allowed people to change any name they didn't like, there would be no end to the confusion. So, when the flower was called Eschscholtzia, it had to stay so. But that is only its dress-up name to be used in the books. But when it is out to play in the fields, it is just plain Golden Poppy, or, as the Spanish called it, "Copa d'Oro," the "Cup of Gold." Sometimes they called it "Adormidera," or "maker of sleep," but that name belongs to the true poppy, the kinds that have milky juice and which crumple their thin leaves in the bud. These have opium in their milky juice, and most of the kinds come to us from Asia, though we have one or two wild in California—small orange-colored flowers with a purple center. The "Copa d'Oro" has no opium in its make-up, its juice is green, and the four substantial leaves are just twisted a



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bit in the bud, with a little pointed nightcap at the top to hold them together. Though they will not bring sleep to others, our poppies do sleep themselves, for they draw their golden leaves together at night or when the sun goes out of sight. So that any child who likes best the old name of "Adormidera" is not so far out of the way after all. Any how the "Cup of Gold" is the most glorious and most overflowing of all our wild flowers, a real product of California, and all the year around we can find some of them in bloom in every free meadow in California. Almost anywhere we can find the poet's

Sunlit Valley

Betwixt two mountain chains,
Where roses bloom and lilies
Along the grassy lanes,
Aflame with golden poppies
And wet with fragrant rains;
While down from purple mountains
The lengthening shadows creep,
Touching the lanes of poppies,
Closing their eyes in sleep,
Till Earth's uneasy clamor
Is hushed in Silence deep.

And if Peter Schlemihl could have stood among our poppies at eventide, he would never have worried over losing his shadow. There were so many better things to think about.

MEMORIAL BUILDING

At the annual meeting of the Central California Schoolmasters' Club, held in Fresno, April 25, the following resolution, presented by Mr. Cree T. Work, was unanimously adopted:

"Whereas our men who have offered their all for freedom and democracy are in large degree the product of our public schools; and

"Whereas the memory of those who have given themselves to mankind for liberty through the great war should be suitably perpetuated, both in honor to them and as an example and inspiration to the young; and

"Whereas the public schools should ever stand to represent, to teach and to support and defend the world democracy for which so many of our men have given their services and their lives; therefore be it

"Resolved, That we, the Central California Schoolmasters' Club, in annual meeting assembled, do respectfully and earnestly recommend to citizens generally, and to all public school officials in particular, that each public school erected during the coming year be regarded, designated and dedicated as a memorial building in honor of our brave boys."

Y. M. C. A. TO GIVE CITIZENSHIP LECTURES

In line with its program of Americanization, the San Francisco Y. M. C. A. announces a course of four lectures on citizenship to be given by Attorney H. F. Wrigley of San Francisco every Wednesday evening, beginning this week, at eight o'clock, in the lecture room, Y. M. C. A. building at 220 Golden Gate avenue and open to both men and women.

Those attending the course will receive without charge a booklet carefully prepared by the Y. M. C. A. containing information of value to those seeking citizenship. A limited number of these booklets are available at the Y. M. C. A. for any one calling at the education department.

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ON WHEELS.

By Harr Wagner

Personal Observations at the Meeting of C. T. A., Central Coast Section.

President E. E. Brownell of Gilroy and his committee provided a fine program for the first annual convention at San Jose April 22, 23 and 24, 1919. The theme was New Viewpoints in Education.

San Jose is a delightful place to hold a convention. Bayard Taylor a half century ago called it "The Garden Spot of Earth." Today it continues to deserve such extravagant praise. It has a balmy climate, semi-tropic trees and flowers, and a restfulness that is charming. Sacramento, Stockton, Fresno and Oakland are vigorous commercial cities. Their advancement has been much more rapid than San Jose. The above cities, however have sacrificed to commercial success something of the romance, the picturesque, the historical, the poetry and the manana characteristics of the real California town.

I delight in San Jose and hope that, like Milpitas, it will never grow any larger. Large cities do not bring human happiness, nor a large content not even prosperity except to the man who owns the best corner lot. San Jose is just right. May it be the one city in California whose chamber of commerce will utterly fail to boost it into commercial supremacy. May it ever remain a restful city in an everlasting siesta, with its people content and clever.

In addition to the C. T. A. meeting there was a great State Conference of Social Agencies and these social agencies create a doubt in my mind as to their utility. It seems to be that most of the Social Agencies are like a fifth wheel on an auto. They are doing a splendid work, but why not give a little more gas and power to the four essential wheels. The churches, the schools, and the several hundred other organizations are "bettering" so well that if we were all to assist these old established organizations we would all be so good that even a League of Nations would learn that an economic war is as wrong in theory as the schoolmaster's old plan of keeping children away from fresh air during recess. Social Agencies without the spiritual quality back of them are nothing more than a feminized chamber of commerce. Instead of adapting the most tremendous plant in the world, the church, to modern needs, the Social Agencies are starting a side show without the elephants, the tigers, the lions, the python and the rhinocerous. True these wild animals are not essential to the show. They are, however, the tonic for the child's wonderment, just as religion in its various forms is the tonic for cosmic conscience. Remove religion and we have no conscience, no morale upon which to base the work of the social agencies. So it is no wonder that I hung around the outer edges, where I enjoyed hearing Bessie McCabe on reading, W. J. Cagney in his interesting comments and speeches with his simple philosophy based on his practical experience, Caroline Swope of Riverside on her keen interpretation and suggestive methods on primary reading, Elizabeth McFadden on hygiene in the rural schools, and Mark Keppel on his vitalizing and helpful talk on "Problems of the Teacher." Superintendent Keppel gave in a thirty-minute talk more actual practical advice to a young teacher than she could possibly learn in an ordinary four-year course of arm-chair pedagogy. He is eloquent, he is witty, and has a commonsense punch in all of his remarks. Roy Cloud, the man who has put San Mateo County on the educational map, gave a talk on "The Teaching of Biographies," a subject that needs more and greater emphasis in our school work. Archie Cloud, deputy superintendent of San Francisco, spoke on patriotism. He has just completed a course of study in history for the San Francisco schools that is a model of its kind. It is new; it meets present-day needs; it is practical and wonderfully well balanced. There were many other able speakers on the program—Fred Hunter of Oakland, H. B. Wilson of Berkeley, Lewis B. Avery of Oakland, the State Commissioners, May D. Henshall, Stanley D. Wilson, Dr. Albert Shields, Dr. Aurelia Rheinhart, Hon. Will C. Wood, etc.

During the Wednesday morning session, Dr. Morris E. Daily took Mark Keppel and myself to Inspiration Point on the new normal school building and showed us the wonderful beauty and harmony of the new building. The color scheme is a marvel of beauty. It was a great surprise to me. While I have always given Morris Daily credit for a high degree of efficiency along certain lines, I never expected him to be the overlord of such a harmonious group of buildings, with such delicacy of color, such subtle tones that appeal, like Beethoven's music, to one who can listen to color as well as see it. Thank you, President Daily, for such a delightful glimpse of an artistic creation.

In the lobby of Hotel Montgomery I met the youth of radiant enthusiasm, Stanley B. Wilson. I knew him when he was the boy-cowboy-preacher from the Julian hills in San Diego County, then again as a typesetter, and now as a member of the State Board of Education, with a wonderful world vision on internationalism. Wilson has grown to be a big temperamental personality, who when he "shoots his bolt" on the State Board of Education will make the weakling call for an educational gas mask to escape his appeal.

I also met Superintendent Geo. Schultzberg of Monterey County, who had just returned from Fort Sill, Okla., where he was in the government service. He gave a very interesting account of his experiences. He was re-elected without opposition and without even being in either the county or the State during election times. This was a fine tribute to a man who had given up a fine position to give his service unselfishly to his country.

I also met a quiet, reserved young man, who has built up a splendid school system at Watsonville — T. S. MacQuiddy. He is a fine man and the people of Watsonville give him loyal support.

A man who helped to make the meeting a success was W. P. Cramsie, formerly superintendent of Yuba County. He started at the bottom of the ladder in San Jose less than five years ago, and is now principal of the Longfellow School, a member of the county board of education, and interested in civic work.

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There was Sam Cohn, who looks like a statistician, but is really not one, although he draws the salary of State statistician. He is, first of all, a school man, and is the Col. E. M. House of the Will C. Wood administration, and can tell a good story at any time of day.

I also met Clarence Urmy, who had charge of part of the musical program. He has achieved a national reputation as a poet of exquisite taste and delicacy of expression—an American Keats. I also met Henry Meade Bland, schoolmaster by profession but a poet and editor and promoter of California literature by choice.

Agnes E. Howe, county superintendent of Santa Clara County, and Cecil M. Davis of Santa Cruz, are new superintendents in this district, and are both working overtime in the interests of the schools.

Miss Stella Huntingdon had an exhibit of the county free library service in the State Normal School Library.

The meeting was a great success, and President Brownell is to be congratulated on carrying out a very efficient program.

A GREAT RECORD TOLD IN OAKLAND ANNUAL REPORT

The following is a summary of the annual report of the superintendent of schools, Fred M. Hunter:

Developed and enlarged the evening and continuation schools, increasing the actual attendance from 4900 to 10,025 in one year, a growth of 103 per cent.

Developed the kindergartens and increased the number of kindergartens from 20 in 1914-15 to 41 in 1918-19, with a growth of enrollment of 1585 pupils during that time.

Established a vocational guidance department to take charge of the new "stay in school" movement, which seeks to give Oakland's young people universal training for citizenship up to 18 years of age.

Established an Americanization program, including:

(a) Three neighborhood or community schools in the waterfront districts with an enrollment of 2200 children.

(b) Three day nurseries with an enrollment of 110.

(c) Three home teachers to teach American ideals and standards of living in the home.

(d) A home nurse to teach proper hygiene and care of children.

Enlarged and extended the bureau of reference and research, which now carries on measurement of intelligence and child differences as a basis for courses of study and methods of instruction, and measures accurately both results and costs in the schools.

Established a department of war work, under the leadership of which the teachers of the schools subscribed over $75,000 worth of Liberty Bonds in the Liberty Loan drives and the children sold one and one-half million dollars' worth of bonds in the one drive in which they were permitted to act as salesmen.

Established a department of war gardens and agriculture.

Established Smith-Hughes classes for vocational education in two high schools and two junior high schools, so that Oakland has next to Los Angeles the largest number of vocational classes of any city in California.

Established a teachers' reference library and a system of professional study for teachers.

Increased class-room teachers' salaries $180 per year in the last two years, so that Oakland stands first of all the cities of California in the average increase in salaries given elementary teachers over a period of ten years.

Established a flexible system of promotions based upon children's differences instead of iron-clad uniformity.

Established part-time classes for children, who must leave school early and go to work—the "earn and learn" policy.

Eliminated all politics in the selection of teachers, developing, amplifying and strictly adhering to the merit system.

Adopted civil service for all non-pedagogical employees.

Eliminated and consolidated useless political positions under the advice and direction of the Civil Service Bureau.

Amplified and extended the budget system of cost accounting, making it apply directly to school units and special departments showing accurately the per capita cost of every school and special department in the system.

Material reduced the per capita cost of supplies in spite of the high prices.

Appointed the advisory bond committee, which has developed jointly with the Board of Education a city-wide building program providing adequate high school, junior high school and elementary school facilities.

Inaugurated a scientific survey of the efficiency of school buildings.

Managed the schools at a rate of increase of per capita cost much less than the per cent of decrease of the purchasing power of the dollar.

Developed in co-operation with the Civil Service Board a scientific salary schedule for janitors in the schools.

Developed in co-operation with the press a publicity program that has reached all the citizenship of Oakland with facts concerning the schools and gave a quarter of a mile of publicity in 1917-18.

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Jottings of a Traveling Bookman

By William Maurice Culp

During the last four months, as one travels over California, Nevada, Oregon and Washington, three distinct and yet interrelated propositions stand out as vitally affecting the teaching force and the educational system of these States. The first question is the almost universal one of teachers' salaries; the second is that of teachers' tenure of office acts, and the third is that of compulsory industrial education up to eighteen years of age.

The salary question is working itself out satisfactorily in most places. The majority of people desire the maximum of school efficiency, and if school efficiency depends upon a well-nourished, satisfied teaching force, they are ready to approve of any salary increase. The movement of the present time is not only that of getting increased salaries, but to get salaries large enough to make the occupation of teaching a calling in which the rewards of labor are commensurate with the time and energy put into it. The fact that men are dropping out of the teaching forces in ever increasing numbers, due to the fact that the prospects of a career in education are so meager has caused an awakening. Our grammar schools are almost totally given over to women and our high schools almost as much. A feministic school system may be a good thing, but a more moderate opinion would point to having an increasing force of men teachers to give a more balanced viewpoint to the students.

Portland has just passed an appropriation increasing each teacher's salary $100, thus making the minimum grammar school salary $1,200, the maximum high school teacher's salary $2,000, and heads of departments $2,200. Tacoma is having an election on an increase of salaries, but not on such a large scale as Portland. Seattle has a minimum of $1,200 for grammar school teachers and a maximum of $1,800 after nine years of service. California school boards are raising the salaries of individual school systems, according to the severity of the insistence.

On the whole, the movement has met popular accord. Where it has not, the teachers have seen fit to organize strongly. There is a very decided movement among teachers at the present time toward the formation of a strong union. The missionary spirit of teaching still permeates a few of the old guard, but even the old guard are being filled with modernism and are seeing that you get nothing unless you ask for it, and have some force behind that asking. Teachers are getting tired of new demands for increased efficiency at old pre-war salaries. The revolution has started and it will keep rolling along.

The second phase is that of teachers' tenure acts. This is a mere attempt to put the school system under civil service regulations and make the holding of office dependent upon good service. Or, in other words, it means that a teacher has to be charged with inefficiency, immorality or some act detrimental to the school system to be discharged; and can only be discharged after the proving of the charges.

As a whole, superintendents and principals are opposed to the law, as they believe that it would make for inefficiency in school systems and break down school discipline. In other words, superintendents believe that they can only have a nicely oiled school machine when they are at liberty to remove a cog at any time, for any reason whatsoever. Principals think that fear of dismissal keeps the teachers toned up to high efficiency and causes no let-up in the work. Some superintendents think that the greatest good comes from keeping the teachers thoroughly scared. A movement by some teachers to pass such a law through the State Legislature of California failed on account of superintendents' opposition.

The teachers' viewpoint is that the assurance of permanency of position due to thorough work will give an added zest to the occupation and make easy the planning of future development in the profession. The average teacher at the present moment is up in the air, does not know whether the position is secure from year to year, and is constantly on the outlook for a new situation. This is decidedly so of our schools of our small towns. Cities on a whole offer a permanency of position, as the teacher is just a cog in a great machine. But the majority of teachers are not in large towns and that is where there is the constant turnover. In a good many of our city schools, politics controls the election of teachers. Which is better, politics or civil service, is a question.

But the men at the head of school systems are now in power and the consensus of opinion is that any sanctioning of permanency of office due to efficient work would be detrimental to the discipline of a teaching force.

The third point is that of compulsory industrial education up to eighteen years of age. The legislatures of California, Oregon and Washington during the last session have all passed laws calling for such educational work. The movement is thus well developed over the whole West Coast. The war emphasized the need of such work. Each one of the States call for one or more hours per week of instruction. No State has yet attempted to take up the work. The attempt will naturally come next school term. School men, on the whole, in this new field, see the beginning of a change in our whole school system. At present some 13 per cent of our children go on to high school, 87 per cent drop out at or before the eighth year. From now on for an average of about four years, school authorities will have 87 per cent increase for part-time instruction. The immensity of the problem is apparent.

It means new teachers, new equipment, new methods of instruction, a new outlook. It will have to come gradually, but it means that the schools will have to employ men of the trades to instruct the youth, who, the greater part of the day, are industrially employed. There is a great chance for material education. The question naturally arises, Is the educational system from now on to be a mere factor in the securing of industrial efficiency, and from that national commercial supremacy? Is the bread and butter type of education to be supreme, or is there something higher than that?

Mr. Chas. C. Hughes, superintendent of Sacramento schools, has a theory of education that he has been attempting to carry through for the last five years. Mr. Hughes believes that the subject matter taught in grammar schools can be most easily acquired if presented in surroundings thoroughly illustrative of the subject. Nature study, drawing, household arts, are all taught in surroundings that give the atmosphere of the subject.

The new Washington grammar school in Sacramento is an illustration of this tendency. It is one of the finest school buildings in the West. In this building Mr. Hughes has had the opportunity of putting his views into pressed brick. Fine class rooms, work shops, domestic service rooms, kindergarten quarters, a large basement on the third floor for gymnasium, with a roof and open sides, a huge auditorium, make an ideal school.

Miss Esther L. Guthrie is teaching general science and zoology in the Sacramento High School.

Miss Ruth E. McGrew, formerly of Fresno High School, is now teaching history in the Sacramento High School.

Mr. E. L. Van Dellen of Yreka High School has just been elected to the principalship of the Salinas High School. While at Yreka Mr. Van Dellen for the last few years has made an enviable record. He leaves Yreka after having built up a fine school system in Siskiyou County. Yreka under his principalship has built a fine gymnasium, auditorium, a new high school building, and seen to the establishment of several branch high schools. The high school plant now represents an outlay of more than $150,000. Plans have been made next year for the building of a dormitory for teachers and students from outlying districts. In addition he has laid the ground work of a junior high school system. Mr. Van Dellen goes to Salinas with plans for the building up of the school system, as the board already has plans for a new campus and buildings.

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That art was valuable even during war times was proven by the numerous positions held by students who had trained at the California School of Arts and Crafts.

Among the boys who enlisted, several were assigned to the drafting offices of the constructive department of the army. Some of the girls were employed for map drawing in Government bureaus, while others were draughtsmen in ship yards. But the largest number were and still are employed as reconstruction aides in occupational therapy and this in recognition of the superior training received in arts and crafts. Several of the girls are aides in France, others are in Eastern military hospitals, and at the Letterman Hospital there are now fourteen out of sixty selected from all parts of the United States.

Just now there is an increasing call at the art school for good teachers of drawing showing a return to pre-war conditions.

G. H. Jantzen has been elected city superintendent of San Bernardino, California. He will continue to serve Colton as well. Mr. Jantzen is a live, up-to-date and progressive educator and his promotion is well deserved.

Superintendent A. P. Shibley of Imperial County gave a very effective lecture on the Consolidation of Schools at the Chamber of Commerce in Seeley recently.

The Attractive Home of the Standard Secretarial Schools

The "Standard" Secretarial Schools, located at 843 California street, in San Francisco, and at 2620 Bancroft Way, Berkeley, offer complete courses in secretarial training, bookkeeping and accounting, shorthand and typing, and all commercial subjects. These schools are what might be termed "modernized business colleges."

The San Francisco school is located on the California street hill, just below Powell street. It occupies the entire building, which was formerly the home of the "Southern Club." The building is at once attractive and ideally adapted to school purposes. The third and fourth floors are devoted to school class rooms and study rooms, and the remainder of the building to a dormitory for young women.

In the college town, the "Standard" Secretarial School has been almost equally fortunate in securing a home. The house is one of the most attractive of the many fine "fraternity" houses in Berkeley, and meets the needs of the school in every way. Here too a boarding department is maintained for young women students.

The "Berkeley Business College" of the college town is also under the management of the "Standard" schools and offers complete and modern courses. This school is located at Shattuck and Center, the business center of Berkeley.

A catalog giving a complete outline of the various courses offered will be sent free to any one interested. Both schools are open throughout the year.

State Adoptions

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"Our Ancestors in Europe"

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By H. E. BURTON, Ph. D.

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A Vergil which is different because it is in line with those forces which, as a result of the war, are governing educational reconstruction,—because it is free from outworn theories, because it combines scholarship with insight into the needs and limitations of the immature mind.

Unusual Features

A sight reading section including extracts from other Latin poems.

Notes which are pointed, live, abounding in interest, and free from superfluous scholarship.

A vocabulary reduced to its simplest terms—containing only those meanings which apply to the text.

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Southern California Section

Under Direction of
HERBERT F. CLARK
Teacher of History
Sentous Street Intermediate School
Los Angeles, Cal.

Editorial

SALARY INCREASES FOR LOS ANGELES TEACHERS

The teachers of Los Angeles are feeling gratified over their success in securing from their board of education some assurance of a substantial increase in their salaries for next year. A summary of the schedule adopted is given in another column of this issue of the Journal.

Several important elements have entered into the campaign for this result. As a beginning, the several teachers' organizations throughout the city federated, organized themselves into a campaign committee, levied an assessment of 5 per cent of one month's salary of all teachers and carried out a definite plan of publicity and action to obtain the desired increase. This campaign no doubt had much to do with the result.

There developed, however, within the teaching force considerable dissatisfaction with the plans and operation of the publicity committee of the federated organizations, which manifested itself in different groups of teachers getting together in different parts of the city and planning for more drastic action than that indicated by the committee. There was a definite movement to concentrate on a set of candidates for the board of education for the coming election and go into politics and "put them over." Whether that will be done in face of the fact that the present board—six of the members of which are candidates for re-election—has granted the increase, cannot at the present time be ascertained. Suffice it to say that the political aspect had some bearing in the situation.

The result was facilitated no doubt by the fact that representatives of the American Federation of Labor came into the field and formed fertile soil for development work. Scores of teachers signed the application forms and the process of organization at the present writing is well under way. There isn't much doubt but by the close of the school year the teachers of the city will be united with that national federation.

While the teachers are gratified with the result of their efforts, they aren't inclined to be grateful to anybody but themselves for it. Most teachers don't want to enter the administration field. Theirs is the gentle art of teaching and the two functions are not synonymous. Most of them would much prefer to do their work in their own quiet way and leave the knotty problems of administration and politics to non-scholastic minds. But the injustices of years cannot always be borne, and when that sense becomes aroused they pay their assessments, shoulder the responsibility and take themselves to the field of action. That has been the case in Los Angeles. It is becoming the condition throughout the country.

And it is a wholesome lesson for the teachers to learn. Individual responsibility for the system as a whole, for the cause of education as a whole, is the dominant need of the present time. We have learned that lesson in the nation at large, in the world at large, and it is printed in letters of blood. The sooner teachers get this broader vision, the sooner administrative forces recognize the inherent power of the teaching force, the better for the cause of education.

AMALGAMATION OR SEGREGATION OF MELTING-POT INGREDIENTS

Israel Zangwill had a fine conception of American civilization. He paid great tribute to the American people and their institutions. Did or does his metaphor hold true? Three years ago we thought it did. Today we know it doesn't. For the past twenty-five years the ingredients have been poured into the melting-pot quite indiscriminately. The mixing process seemed to be working fairly satisfactorily. But when the heat of war began to operate under and around the pot, the ingredients began to segregate and the mixture became pretty much an Irish-stew. Complete amalgamation had not taken place.

To change to a simile, the pot is like a person sitting before an array of various kinds of food. The sane person takes into his body only those foods that he feels that he can assimilate. He rejects the indigestible. He knows that if he doesn't he will have dyspepsia. Some people take the bad with the good, and they take some digestive tablet to aid the process, or a purgative to rid the body of the dangerous material.

The nation is like a person under similar circumstances. For the past half century we have been taking in the bad with the good. The aids to digestion have been inadequate and we find ourselves with a serious case of national dyspepsia.

The question arises, What shall we do with the patient? Shall we restrict the diet and be more careful in the selection of the stuff we take into the body politic? Shall we through some greater Americanization process seek to cure the ills we already have, or shall we use some form of purgative and try to eradicate the indigestible material already within our system?

We may need to do all three—i. e., restrict, digest and eradicate. But in any event we ought not to segregate the ingredients already swallowed.

The plan of segregating Japanese, Mexican or any other children into separate schools is suicidal. It is contrary to the conception of this nation as a melting-pot or as an organism. It is neither amalgamation of national indigestion and chronic dyspepsia. It simply must not be done.

To segregate them develops class and race consciousness and distinctions. It leads to finding teachers of like nations and classes, with the consequent instilling of like ideals. We have had too much of that even in our boasted cosmopolitan public schools. In the name of the boys who died for us, let's amalgamate, let's digest and avoid a national collapse.

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Tones hitherto lost, the most delicate shadings, are apparent in Brunswick reproductions. The all-wood amplifier, built on the violin principle, magnifies and enriches in a greater degree than in any other type. Added to its tonal superiority is the ability to play all records at their very best—not an attachment,—a distinct Brunswick feature.

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Salary Campaign

For the last two months the teachers of Los Angeles have been waging a campaign for an increase in salary.

The expense of the campaign, the main feature being publicity, is being paid for by the teachers themselves, although they have raised between $15,000 and $20,000 for the purpose.

Every possible means is being used to inform the citizens of the facts as to why such a raise is desired at this time. One committee has been busy gathering statistics on the subject of teachers' salaries for months, the results of which are being now sent to the public.

Some of the methods used in reaching the public are: Daily newspapers, feature stories and display ads, pamphlets, circulars, four-minute speakers, motion pictures showing the teacher at work, displays of school products in down-town show-windows, posters, public meetings, letters to influential citizens, and personal interviewers.

The teachers are requesting a $300 increase for all teachers, principals, supervisors and attendance officers, and a $150 raise for all night school teachers. As there are about 3300 teachers in Los Angeles city, the raise if granted will total about $1,000,000.

The request for the increase has been presented to the Board of Education, but at the present writing no official reply has as yet been received by the teachers. Each member of the board has unofficially stated that he is in sympathy with the teachers' request and feels that the raise should be granted, but states that no definite reply can be given until a plan has been devised for obtaining the additional $1,000,000.

If the full amount asked for by the teachers is granted, the elementary teachers will receive a minimum of $1120 and a maximum of $1500, and high school teachers will receive a minimum of $1500 and a maximum of $1980.

Primary Election

The primary election for city officials was held in Los Angeles on May 5. The results as regards the Board of Education was of particular interest to school people in view of existing conditions. There were twenty-two candidates striving for a place on the ballot for the final election to be held June 3. Of the twenty-two candidates the following fourteen were nominated: Mr. Chas. J. McCormick (incumbent), Mr. D. K. Edwards (incumbent), Mr. Anderson, Mr. P. D. Noel, Mr. N. C. Edwards, Mr. M. Dozier, Mrs Ashley, Miss Bessie Stoddard (incumbent), Mr. Lynn Helm (incumbent), Mrs. Hester Griffith, Miss York, Mr. C. C. Parker (incumbent), Dr. Steddom and Mr. E. C. Seaman.

JUST PUBLISHED

A GRASS WIDOW

By R. E. BOYNS

Publisher's Statement:

This is a graphic story of a school teacher who deliberately went wrong. It is a keen interpretation of the social order in a small community. The subject is treated in such a subtle manner that some will consider this a very bad book, while others will consider it a book that properly portrays the career of a woman whose initiative is not grounded in spiritual qualifications. $1.50 postpaid.

Harr Wagner Publishing Co.

239 GEARY STREET

THE TUOLUMNE COUNTY INSTITUTE

Supt. G. P. Morgan of Tuolumne county is noted for conducting inspirational institutes, and having a group of teachers who consider the annual convention a "feast of reason and flow of the soul." At the recent

Supt. G. P. Morgan, Mrs. Hartranft, and Frances Wright, at the top of shaft where Mark Twain mined

Tuttletown, near which Mark Twain lived, mined, and wrote his "Jumping Frog" story

Cabin of Jim Gillis, friend of Mark Twain and of Bret Harte

institute he had as lecturers, W. G. Hartranft, Supt. H. B. Wilson of Berkeley and Mrs. Frances Wright of Los Angeles State Normal.

Tuolumne county is noted for its literary landmarks. We reproduce a number of pictures taken by Mr. Hartranft, and which have literary and historical value.

Chicago, Ill., Aug. 4-9, 1919.

Professor P. G. Holden, director of the Agricultural Extension Department, International Harvester Company, will personally conduct a week's training for superintendents and teachers in the rotation plan for vitalizing the teaching of agriculture.

There will be no charge for the week's training.

SOMETHING

EXTRA-ORDINARY

Smith's Number Stories of Long Ago
Price $0.48

FIELD.—Supplementary reading in grades V-VII, especially grade VI.

NEW IDEA.—This is the first storybook ever written about numbers. The first 8 stories are simply told as to a group of children, and show, for example, how Ching and An-am and Menes counted to 2, 3, and 4 in days of very long ago; how other boys in other countries wrote their numbers; how others added, subtracted, multiplied, and divided; and how they puzzled over their fractions in those distant days just as boys of to-day do. Then 2 final stories tell of the games they played with numbers and the puzzles they evolved. So the child not only learns something of the history of numbers, but he also learns some new "games" to play on his less fortunate companions who do not have this interesting book to read.

AIM OF BOOK.—This book furnishes children with a storybook that is out of the ordinary class; one that is interesting; one that shows the growth of the numbers and the computation that they use every day; and one that introduces them to one phase of the history of civilization. The non-technical language and the human element of the stories combine to make this keenly interesting as well as instructive.

DISTINCTIVE POINTS.—The subject matter is unusual and simply told; informational and new. The typography (clear type and open page) meets every requirement as to freedom from eye strain. The cover is an invitation to look within; the binding very firm and strong. The Question Box following each chapter can be used as a basis for conversation or written work.

ILLUSTRATIONS.—The illustrations are remarkable and full of meaning. There are 8 colored plates which are exceptionally beautiful. Ching in China, An-am in Mesopotamia, two of Ahmes in Egypt, Hippias in Athens, Robert Record in England, Michael-Stifel in Germany, and the Memories before the Long Fire, are pictured for the child; he knows how they looked, what they were, and how and where they studied. The black and white chapter headings portray the other characters in the text, while frequent cuts throughout the book illustrate the facts or instruments of the stories.

AUTHOR.—David Eugene Smith, who knows more about the subject than any man in America, is Professor of Mathematics in Teachers' College, Columbia University.

Order "Number Stories of Long Ago" for entertainment and the **Wentworth-Smith-Shiels Arithmetic by Grades** for problems to supplement the state text—one book for each grade.

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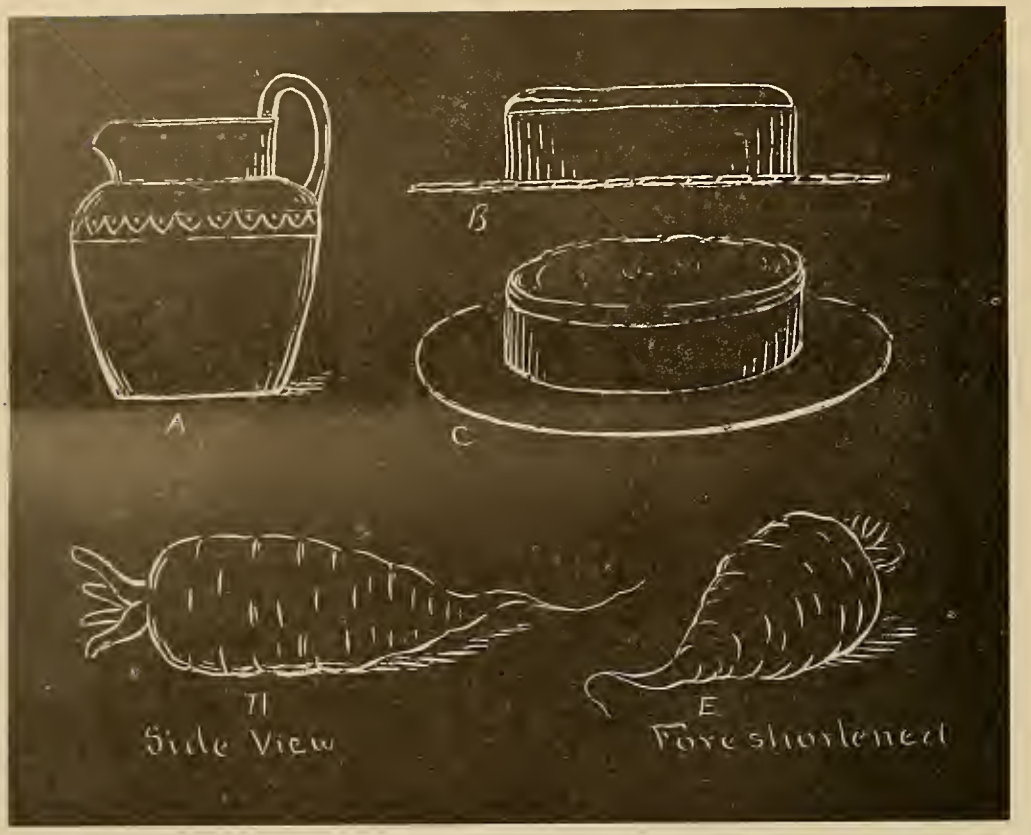

A typical flat or front face drawing.
Fig. 1—A, B and D are front face drawings; E is a foreshortened drawing, and C shows the top faces. Drawings of the type of C and D are deferred until a later period.

A FOREWORD ABOUT FRONT FACE DRAWING

D. R. Augsburg

In the San Francisco State Normal School has been developed a system of drawing in which those elements have been eliminated that have hitherto defeated the successful teaching of the subject in the elementary grades.

The elements eliminated are largely technical in character and such as can be readily dispensed with in ordinary drawing and designing. Reduced to easy comprehension, they are:

First—The foreshortening of objects. Instead of being drawn in the position of E, Figure 1, which is a foreshortened view, objects are drawn in a side view, as in D. The side view is much easier to draw, as it represents the real shape of the object and is within the range of even the youngest pupils.

Second—The top and bottom faces of objects. By drawing them as they would be when placed directly in front of the eye, these receding faces are eliminated and are represented by horizontal lines. The pitcher A in Figure 1 is an example. Observe that both the top and bottom of the pitcher and the decorated bands are represented by horizontal lines. Note the hats also. A pupil in the primary grades could intelligently draw hat B, but hat C, which shows the top faces, could hardly be drawn until a much later period.

Third—Receding lines and surfaces, as used in parallel drawing and oblique drawing. The baskets represented by B and C in Figure 2 would be drawn by the new system as in A. In this way we do away with those receding lines and surfaces that have heretofore required so much time to learn and have seldom been successful in general practice.

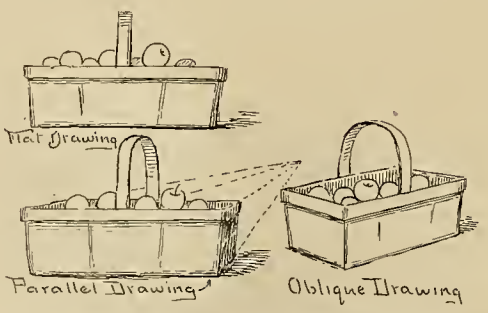

Fig. 2—This cut represents the three kinds of drawing in common use. Both parallel and oblique drawing are deferred for a later period.

Most objects may be drawn in flat drawing, parallel drawing or oblique drawing, as shown in Figure 2. This new system of drawing eliminates all but flat drawing, which represents the object in only one position: as it appears when directly in front of the eye. When we remember that parallel drawing has nine general positions, and oblique drawing has three, besides many phases of each position, one can see what a great saving of time and application is gained by reducing the positions to one. This saving of time is the great advantage of front face drawing. It not only requires less time to learn, but is far more rapid in execution and more usable in illustration.

This drawing by no means supplants parallel and oblique drawing to those who wish to pursue the subject of drawing farther, but on the contrary prepares the pupil and leads him to the point where he can be taught them successfully.

We do not mean to claim that front face drawing is a panacea for all of the ills of drawing or that it will meet all the conditions of picture making, but we do claim that it will meet the most of them and give a system of drawing that is primarily usable and easily learned. Moreover, it appeals to the interests of children because they can use it and can draw objects as they appear to their untrained eyes, unhampered by the subtler laws that govern more complicated methods.

This system includes free hand drawing, industrial and decorative design and color. It prepares the pupil for the mechanical drawing used in industrial or vocational work. It includes perspective, composition, the study of lines, the standard forms, proportion, the drawing of trees, flowers, fruits, simple landscapes, houses, boats, birds, animals, boys and girls and nearly all that a drawing system should include. It is the same drawing that is used largely in poster work. It has infinite range and possibilities and yet it is well within the grasp of both teacher and pupil.

THE PAST and THE PRESENT

In his study of history the child must stand in the present to view the past. The problem of the text-book is to connect the past with the present, to "invest the past with an air of reality."

The History of the American People

By CHARLES A. BEARD AND WILLIAM C. BAGLEY

connects and unifies the Past and Present in History.

Have you noticed that the State Board of Education has issued a call for bids on a text in United States History for the seventh and eighth grades? Now is your chance to secure for the pupils of California a really modern, interesting and teachable text. You will want to investigate the merits of the several new history texts for the upper grammar grades. We suggest, however, that you start with Beard and Bagley's "History of the American People." We believe you will need look no further.

As you are probably aware, the old state text is out of print and out of stock. In the interim before the adoption and printing of a new history can be accomplished, we would suggest that you equip your classes with the Beard and Bagley book, $1.20.

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Pearson and Suzzallo's Essentials of Spelling

By Henry Carr Pearson, Principal, Horace Mann School, Teachers' College, Columbia University, and Henry Suzzallo, President of University of Washington, Sometime Professor of the Philosophy of Education, Teachers' College, Columbia University.

208 pages. Published complete and in two parts

During the past six years numerous studies have been made to determine scientifically the words that children and adults actually use in their writing.

The vocabulary in this new speller embodies the results of these recent studies and is presented on new lines by the authors, who have studied the spelling problem extensively. It teaches thoroughly the essential words of one's vocabulary with a minimum of time and effort on the part of teacher and pupil. It is not just another speller. It is different.

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WESTERN SCHOOL NEWS

Phillip Power, City Superintendent of Salinas, has been elected principal of the Junior College of San Benito county, Cal. Mr. Prior is a scholarly and efficient executive and will undoubtedly establish a junior college that will take rank with the best.

F. H. Boren, formerly president of C. T. A., Central Section, and principal of the Lindsay High School, has been elected to the principalship of the University of California High School, Oakland, vice Herbert Lee, resigned. Prof. Lee has been elected to Livermore High School, vice M. W. Breechen, resigned.

Superintendent Alexander Sheriffs of San Jose, Cal., delivered an eloquent address on the returning of the soldiers and sailors from France. Miss Lois McFarland sang with splendid effect Mrs. Leila France McDermot's new song, "Back to California." This is a song that should be sung at every occasion to welcome our soldier boys. Write to Leila France McDermot, Los Altos, for copy.

President E. L. Hardy of the State Normal School, San Diego, Cal., has had a bitter controversy with Assemblyman Doran over Mr. Doran's attitude on the county bill for increase of funds for elementary schools. President Hardy made an aggressive and successful fight against Doran on behalf of more funds.

The Visalia Teachers' Union has made a demand for an increase of salary of 33⅓ per cent.

The Fresno High teachers have organized a union with S. S. Judd president; T. J. Penfield, Miss Pearl Small, vice-presidents; William Austin, recording secretary.

Dr. A. E. Winship, the brilliant editor of N. E. Journal of Education and popular lecturer, made a flying visit to various Coast cities and filled many engagements to lecture.

Consolidation of all the grammar schools in Lincoln Union High School district is being considered by the citizens of that section.

Dr. Nathan C. Schaffer, Superintendent of Public Instruction of Pennsylvania, who made several visits to this Coast and whose personality made a deep impression on the entire country, is dead. He placed special emphasis on placing historical Bible literature in the schools.

The May issue of the Northwest Journal of Education is embellished with portraits of many leading educators of Washington. C. R. Frasier, State Vocational Director, occupies the front page. He has accepted the presidency of the Polytechnic School, Pocatello, Idaho.

E. W. Grove, ex-superintendent of Merced county, and his wife were visitors at the meeting of the Central Coast meeting C. T. A. They are now prosperous fruit growers at Cupertino, Santa Clara county.

Berkeley, according to Western Advertising, won its election for $2,153,000 bond issue by public advertising. So successful was the campaign of publicity that the bond issue carried by a vote of two to one.

P. M. Fisher, president of the California High School Teachers' Association, has called the annual meeting at Berkeley, July 8, 9, 10, and 11.

President Wheeler of the University of California at the meeting of regents May 13, recommended the promotions of a large number of professors and instructors.

Superintendent John L. Dexter held his institute at Mariposa on May 6, 7, 8 and 9. The director was Roy W. Cloud of San Mateo county. Dr. Kreibel of Stanford University, Otis Carrington, the musical composer, singer and teacher, delighted the teachers in both music and drawing. Other speakers were Jay B. Nash and Winifred Van Hagen. Mr. Cloud was particularly happy in the selection of pertinent subjects and applying them to the actual school room work of the teacher.

LATEST NEWS

Hon. Will C. Wood has been offered the City Superintendency of Detroit, Michigan, at $10,000 per year. It is understood that he will not accept, but serve his term as Superintendent of Public Instruction of California.—Superintendent Mamie B. Lang was in a terrible auto accident May 26. Her sister and mother were killed, and she is in a hospital.—E. E. Brownell, formerly president of Coast Counties Section C. T. A., was injured in auto accident near Gilroy on May 25.—Superintendent Will C. Wood has called his first annual convention of City and County Superintendents in Yosemite Valley the week of August 18, 1919.—The U. S. Railroad Administration grants one and one-third round trip rate to Milwaukee meeting of N. E. A. in July.

The Beacon Method has been translated into Hindu. An edition of five hundred (500) charts and five thousand (5000) primers has been printed in Allahabad, India.

Sample copies of these publications have been sent to Ginn & Company of Boston, who are the publishers of The Beacon Method. This Method has attracted a great deal of attention in India and is likely to be widely used there because it is based upon right phonetic principles.

Bids Wanted

.....by.....

Public Schools

News Notes of Bids Desired for New School Buildings; for Furniture for New and Old Schools; for Equipment; and School Supplies Generally.

(Free publication will be promptly made in this column of all bids furnished by country school superintendents and others interested; and special attention of all advertisers will be directed to the items. Letters regarding this column should be addressed to Chauncey M'Govern, Associate Managing Editor, Hearst-Examiner Bldg., San Francisco; telephone: Kearny 4021.

"Sec. 1608. Boards of school trustees, and city boards of education, shall have the power, and it shall be their duty:

"PURCHASE FURNITURE, BOOKS, ETC.

"2d—Except as otherwise provided in this code, to PURCHASE SCHOOL FURNITURE, including MUSICAL INSTRUMENTS, and APPARATUS, and such OTHER ARTICLES as may be necessary for the use of the schools. . . ."—School Law of California, 1917, page 87.

"CERTAIN SUPPLIES MUST BE FURNISHED.

"(a) The following supplies SHALL be furnished by the DISTRICT CLERK . . . on written requisition of the teacher, viz.: Clocks, brooms, dusting cloths, wash basins, water buckets, drinking cups, dustpans, matches, ink, ink bottles, pens, penholders, pencils, crayon chalk, writing and drawing paper, handbells, coal buckets, wood boxes, shovels, pokers, soap, towels, thermometers, doormats, paint, window panes, window shades or shutters, disinfectants, garbage cans, and outside locks for outhouses."—School Law of California, 1917, page 329.

Full details of the large number of Bids Wanted for all sorts of items by the Los Angeles Board of Education, together with blank forms and submission envelopes, may be secured by responsible people from the office of Chauncey M'Govern, Associate Managing Editor, Western Journal of Education, Hearst-Examiner Bldg., 819.

J. A. Carlson, Clerk of the Board of Trustees of King City School District, Monterey County, is asking for bids for new school building.

New schools to cost $110,000 will be built in the following rural districts: Fruitvale, Wasco, Maricopa, Woody, Shafter and Walker's Basin, according to the Fresno Republican. County Superintendent L. E. Chenoweth has details.

Charles C. Hughes, Secretary Board of Education, Sacramento City School District, is in the market for bids of all kinds for year ending June 30, 1920.

Ansel S. Williams, Secretary Board of Education, Stockton, Cal., wants all sorts of bids.

The Oil King School District Trustees, W. L. Rector, J. H. Hutchinson, A. W. Vogler, plan the spending of $50,000 for new school buildings and equipment.

Architects Douglass and Spangler, King City, Monterey County, are preparing plans for a $30,000 grammar school in King City and a $20,000 school in Greenfield near King City.

El Segunda (Los Angeles) School District has voted $120,000 for new schools.

Architect John C. Austin, Los Angeles, has been awarded contract to draw plans for Covina, Cal., grammar school. Architect Zimmer has contract to draw plans for $25,000 grammar school building at Calexico, Cal.

Imperial School District, according to Brawley, Cal., News, have voted $90,000 for school buildings.

Nuricta School District, according to Elsinore, Cal., Press, has voted $15,000 for new school building.

Ten thousand dollars has been voted for school building in Wilson School District at Tudor, according to Marysville Appeal.

Only three votes were cast by the people of the Calla School District, Manteca, Cal., against measure to spend $15,000 for new school building.

William S. Sheldon, Secretary Board of Education, Los Angeles, wants bids before May 21st for construction of several buildings.

Mulberry School District, El Centro, Cal., votes $30,000 for new school buildings.

Architect James H. Narbett of Richmond has been awarded contract for plans for new high school building at Brentwood, Cal.

Sewing and domestic science rooms will be added to the Healdsburg High School. Architect W. H. Weeks, Post street, has the plans.

Maricopa grammar schools are to be remodeled at a cost of $20,000.

Phoenix, Ariz., has voted $100,000 for new school buildings, and Meza, Ariz., has voted $100,000 for new high school.

One hundred and fifty thousand dollars will be spent by the school trustees of Anaheim, Cal., for new buildings.

Builder James Daly, Fresno, wins contract to build grammar school at Firebaugh for $27,720.

Bids are wanted for Oate Sells, Commissioner of Indian Affairs at Ft. Bidwell, Cal., for school house.

Architects Swartz and Swartz, of Fresno, have been awarded contract for remodeling Madera, Cal., Union High School.

Architect E. J. Kump, of Fresno, received this month contracts for school buildings in Fresno County to cost $150,000.

Santa Monica High School District have voted $75,000 for new building.

Exeter, Cal., High School District have voted $30,000 for additional equipment.

Seventy-five thousand dollars will be spent for improvements on the Burbank School, Los Angeles.

A new high school building to cost $100,000 will be erected at Chandler, Ariz.

Architect W. H. Austin gets contract for $150,000 American Avenue School at Long Beach, Cal.

Architects J. C. Austin, Allison & Allison and W. F. Marsh of Los Angeles have received contracts from Los Angeles Board of Education for school buildings amounting to $250,000.

Robert C. Brown, clerk of the School Board, Tranquillity District, wants bids for building and equipment. Architect E. J. Kump of Fresno has details.

Yuma, Ariz., has voted $125,000 for new schools.

A new high school building for Escalon, Van Allen, Enterprise, Burwood and Lone Tree and Four Trees is being prepared.

Pittsburg Cal., will spend $180,000 for grammar schools.

Turlock, Cal., is spending $125,000 for new grammar schools.

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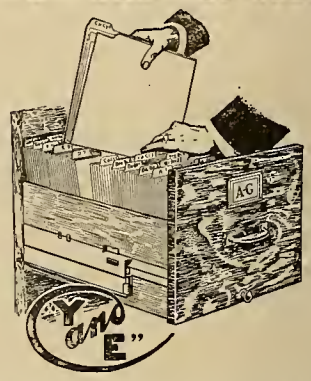

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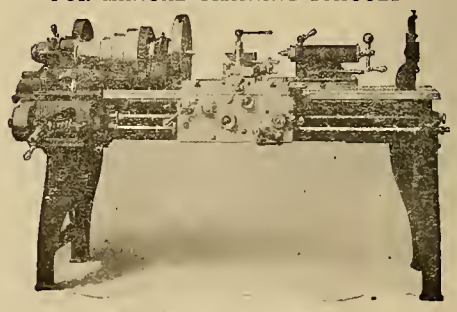

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Architect J. M. Saffell has been awarded contract for plans for $7500 improvements to the Shafter (Richland, Cal.) district school.

A new school building has been voted for Hollister, Cal., according to the Hollister Free Lance.

$125,000 will be spent on new schools for Turlock, according to Charles V. Lundahl, trustee, in the Turlock Tribune.

County Superintendent of Schools Bugbee of Eureka, Cal., will soon ask bids for constructing and equipping a new school building in the Crick district.

The trustees of Calistoga High School ask for $60,000 for new building and equipment.

$100,000 has been voted for Wasco school, near Bakersfield, according to the Bakersfield Californian.

Architects Capt. E. L. Norberg and W. H. Weeks of San Francisco have contract for a new school building in northern section of Burlingame, in the Easton school district.

$20,000 asked by trustees of Eucalyptus district, Imperial County, Cal., near El Centro, for new building.

Architect Narbett, Richmond, Cal., is preparing plans for $70,000 school building at Brentwood, Cal.

Superintendent Cunningham, Madera, Cal., reports passage of measure to build $15,000 school house in Easton district.

Thirty school bungalows, to take care of overflow of pupils, will be built by Los Angeles Board of Education.

$150,000 has been voted for schools at Covena, Cal.

$12,000 voted by the August school district, east of Stockton.

$30,000 will be spent for new school building and equipment by Watts, Cal.

Several new school buildings planned by trustees at Brawley, Cal., according to the Brawley News.

$12,000 school building and equipment voted for Hallwood district near Marysville, Cal.

An election to build new Hamilton City Union High School takes place on May 10th.

Plans wanted by trustees of Greenville school district for $35,000 building and equipment.

$75,000 high school building and equipment planned by Madera, Cal., Union High School District. Trustees: G. Marchbank, G. M. Shedd, J. A. Secara, S. L. Skaggs and J. S. Moore.

Contractor Louis Halvorsen has again been awarded the job of building Winship Unit School building, $30,000.

$35,000 will be spent by Trustees of Coalinga Union High School for new building.

Eureka City school has awarded contract to Louis Halvorsen of Eureka for $30,000 reinforced school building.

A big gymnasium building will be added to the Polytechnic High School, 400 West Washington street, Los Angeles.

El Segunda (Cal.) school district will spend $125,000 for new building, gymnasium apparatus, auditorium, moving picture machine, etc.

Tulare, Cal., has voted $60,000 for new schools.

Oroville (Cal.) Board of Supervisors will award contract for $40,000 Durham school building this month.

New grammar school building will be erected next month by trustees of the Firebaugh Point school district. Architect Anton Johnson of Kingsburg, Cal., has the plans.

Trustees of the German school district, Glenn county, plan to spend $25,000 for new school.

Bids are wanted for gymnasium building and equipment by Lompoc Union High School. Louis N. Crawford, Lompoc., Cal., clerk of the board, has the plans.

A new grade school to cost $70,000 will be erected at Burbank. Allison & Allison are the architects.

A bond issue of some $3,000,000, to include new schools, is to be voted on by Long Beach, Cal.

$150,000 has been voted for new school buildings at the Whittier State School.

School equipment and supplies to considerable extent wanted by Purchasing Department, Board of Education, room 5, 1437 San Pedro street, Los Angeles. Write Business Manager W. E. Record for details.

$20,00 have been voted for new school and equipment at Greenfield, near Salinas, Cal. I. G. Giacomazzi, Ernest Thayer and Lillian Page are the trustees. There were only nine votes cast against the measure at the last election.

County School Superintendent L. E. Chenoweth, at Maricopa, has plans for $20,000 new building, for which equipment will be wanted shortly, according to Bakersfield Californian.

The Oil King school district, Fresno county, Cal., votes on $50,000 measure for new schools this month. W. L. Rector, J. H. Hutchinson and A. W. Vogeler are district trustees.

The Madera Union High School trustees are planning to spend $75,000 for new building, with gymnasium and laboratory.

Trustees Lillian B. Miller, E. Light, James G. Finch, A. V. Turner and R. J. Williams of the Calistoga Joint Union High School district, are planning expenditure of $60,000 for new buildings and equipment.

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Correspondence regarding new schools and alterations invited from school boards and city and county school superintendents.

Five Minute Chat on "Making the Movies."

A Really Fascinating Account for School Children, by W. T. Porter, Manager of the Tam Film Co., San Francisco

Written Exclusively for the "Western Journal of Education."

There never was, and probably never will be, any other means of teaching so effective as the "screen." It will indeed be a great day when the value of this new medium is more widely understood, but before we get too far let us take up the wonderful development of photography. Quite by accident, only a short matter of one hundred and ninety years ago, John Herman Schulze, a professor of languages, placed a bottle of silver salts in the rays of the sun, which were coming through his study window. His surprise may be imagined on picking up the bottle to find its contents almost black with the exception of a white line, faint at each end, but very white in the center. This was strange, as the line was simply the undarkened contents of the bottle. In order to investigate further, he lifted the bottle closer to his eyes, but as if by magic the contents of the bottle were disturbed and became white. The line was no where to be seen.

Out of curiosity he placed the bottle in the sun again. There was a cord hanging between the rays of the sun and the bottle. Its contents turned black as before. Picking it up carefully, he again noticed the white line which he discovered to be the image of the cord. He shook the bottle, the contents turned white, and the line was gone.

Experimenting still further, he pasted a strip of paper on the bottle and placed it in the sun. When the contents had turned dark, he set it on the table and carefully removed the strip of paper. Behold, there was a perfect fac-simile of the paper printed in white on its darkened contents. He then wrote on the bottle and the writing appeared in white.

Schulze realized that he had made a great discovery. He talked about his mystery and displayed it to his friends. John Schulze could be no other than a great magician. But the scientists of his time began to analyze his magic quicksilver. John Schulze died in 1744, and left an explanation, written in Latin, of his method of making silver salts. Seventy years later, Thomas Wedgewood used John Schulze's discovery in the making of pictures. He made images of nature, but was unable to fix them.

A great while before Schulze's discovery, the "camera obscura" was known, and it was the desire of those who saw the beautiful pictures produced to make a permanent record of these images. This was, perhaps, Wedgewood's idea in experimenting with the discovery made by Schulze.

The camera obscura was invented by an Italian about the middle of the sixteenth century. It consisted merely of a darkened room to which light was admitted by a single small hole in the window shutter. When the sun was shining brightly a faint unshaded image of the exterior objects upon which the window looked was reflected upon the wall of the darkened room. This primitive contrivance was improved upon by placing a double convex lens in the aperture of the shutter. A mirror was placed on the outside to receive the rays of light and reflect them through the lens. The image on the wall was made brighter and more distinct. Soon many improvements were made and the camera obscura was a favorite adjunct to the country homes of the wealthy people of Italy.

About 1815, the first permanent photograph was made by Joseph Niepce, who is considered by the great majority the discoverer of photography. He was a very patient photographer, but "Oh, such a timid person." Niepce entered a partnership with Daguerre in the year 1829. Daguerre was the direct opposite of Niepce. He was bold, energetic and desirous of fame. He was accustomed to success and the plaudits of the public. So obsessed was he with the idea that it was possible to make a permanent image of nature that he abandoned his own profession, that of a stage scene painter. He struggled for fourteen years before he reached his goal. During this time it was believed that he would lose his very reason, so hard did he work.

Daguerre's method of photography was printed and read throughout the world. The photographs made by his method were called Daguerreotypes.

It was no small task to have one's picture made in those days. The person to be photographed had to have his face powdered and then spend a half an hour in the glaring sun while the image was made. Quite a difference today. Photography has indeed developed since 1839. Photographs can be taken of flying bullets—photographs can be taken at night—photographs can be taken under water. By means of the X-ray the bones of humans and animals can be photographed. With the aid of a microscope, germs can be successfully photographed. All this had its real beginning about seventy-eight years ago, and as if by magic, we can now see moving pictures of real objects, actual photographs of life in action, and the visualization upon the screen of many interesting facts.

WESTERN SCHOOL NEWS

Lewis B. Avery, assistant superintendent of the Oakland schools, has a strong, clear, truthful article on "State-Printed Textbooks in California," in the Elementary School Journal, April issue. This journal is published by the University of Chicago. Supt. Avery's conclusions are against State uniformity of high school textbooks. And that there is no real or actual saving by California methods as compared to the purchase of books in the open market.

Stanley B. Wilson of the State Board of Education, like Byron, woke up to find himself famous as an orator among the schoolmasters. Among other classes he had achieved the distinction of oratory many years ago. He recently spoke before the students of the State Normal School at San Jose, Cal.

Los Angeles City Board of Education has granted an increase in teachers' wages amounting to approximately one million of dollars. It will require an increase in the tax rate of at least 19 cents on the dollar. The salary increase ranges from $120 to $270 to $320 per year. The schedule is hardly ideal from the standpoint of social justice which would provide the highest increase for the lowest paid teachers.

The Best Stories of 1918 and the Year Book of the American Short Story, edited by Edward J. O'Brien and published by Small, Maynard & Company, is a book of unusual interest. This is pre-eminently the day of the short story in literature, and Mr. O'Brien has done a splendid work in his careful and high-grade selection. It is a book that should be in our school libraries.

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Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bid for textbook in history," may be submitted on or before the hour of 4 o'clock p. m. of July 1, 1919. Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education, at Sacramento.

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Vol. XXV, No. 6 SAN FRANCISCO, JUNE, 1919 Price, 15 cts.

MEETINGS

Bay Section the California Teachers' Association; Wm. J. Cooper, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the California Teachers' Association; R. B. Leland, San Jose, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone.

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THE HELPFULNESS OF PARENT-TEACHER ASSOCIATIONS

SCHOOLS BECOMING MORE PUBLIC

No citizen who has studied recent tendencies in education can escape the conclusion that the term "public school" is taking on a new and broader meaning. Formerly the public school was regarded only as an institution maintained by general taxes for the purpose of providing education free to all children. It was administered by a board elected by the people for the purpose, and this board was given a free hand, subject only to the right of the people to change its personnel. In most communities, there was no general school policy except that adopted by the board and its agents. In recent years, however, there has grown up a sentiment in many communities that school policies should be determined by the people themselves in a more direct and democratic way. The board and its agents remain in control of the schools, but public opinion has found a means for influencing the management of the schools and advancing school interests. And this means is the democratic parent-teacher association. This organization does not seek to control the school, but it does aim to offer suggestions for improvement to bring about co-operation between the home and the school, and to crystallize public opinion in educational matters. In consequence, the schools have become public in a broader sense. They are coming to represent more clearly and definitely the enlightened public sense of the community in school matters.

PRINCIPLE OF CO-OPERATIVE PARENTHOOD

The parent-teacher association represents the principle of co-operative parenthood. After all the parents are the ones most interested in the education of their children. In fact, education is not to be narrowly interpreted as school training. The child gets quite as much education in the home as he gets in the school. The school and home should therefore co-operate in educational effort. Moreover, children learn many things from one another. The companionships of childhood have great influence on the growing boy or girl. For that reason, parents are interested, not only in their own children, but also in the children of the neighborhood. If the neighborhood is a good one, it is bound to influence the children for the better. If it is a bad one, it is bound to influence them for the worse. Neighborhood building is therefore of greatest importance in education. The parent-teacher association has for its chief function the building of a neighborhood in which children wll have the best influences and environment the neighborhood can provide.

PARENT-TEACHER ASSOCIATION A NEW-FOUND ALLY OF THE SCHOOL

School people should not regard the parent-teacher association as a usurper. It is true that in the past the school officials have been unimpeded in their direction of school affairs, but it does not follow that the old way was the better way. The schools have accomplished much in spite of the lack of organized community co-operation. The parent-teacher association is a new-found ally of the teacher. It may not always agree with the school authorities in matters of policy. But that should commend it rather than condemn it. It is good for us to be asked for the why and wherefore of our policies. If we are right, we should be able to convince our patrons. If we are wrong, we should reverse ourselves. We ought to be thankful that all people do not agree with us in all things. It gives our critics an opportunity to help us by showing us when we are wrong, and it gives us an opportunity to help them by showing them when we are right. And the result is community co-operation instead of community criticism and opposition.

WHAT PARENT-TEACHER ASSOCIATIONS ARE DOING

Recently, I attended the State Congress of Parent-Teacher Associations at Santa Cruz. I was surprised and pleased to hear the reports of the various federations. I cannot tell all that was reported upon, but I can give an idea of the activities of the parent-teacher organizations.

The Glendale Federation reported the organization of a parents' reading circle for the study of home and school problems. This circle meets once a week between the hours of eleven and two. The course followed is the one mapped out by the Federal Bureau of Education. The federation is now working for a municipal memorial civic center for community recreation.

The Long Beach federation reported the employment of a social-welfare mother whose business is to look after girls who lack proper parental supervision.

The Los Angeles federation, with 8300 members, has undertaken a program of Americanization. It has leased a cottage in the foreign quarter and invites foreign mothers to come to learn something of American housekeeping and family care.

The Pasadena federation has established a scholarship fund to enable needy children to attend school and has furnished milk for about two hundred anaemic children.

The Berkeley federation recently ousted a nest of Gypsy fortune tellers from the neighborhood of one of the schools and took a leading part in the recent successful bond election for $2,231,000 for new school buildings.

In Oakland, the federation collected great quantities of clothing for needy children, supplied anaemic children with milk, started a day nursery for the children of mothers at work and assisted in establishing penny lunches.

The San Francisco federation took care of sixty-six needy families during the year and gave a Christmas tree for poor children.

In San Mateo, the federation started a movement to encourage truth-telling by children.

PARENT-TEACHER WORK IN RURAL DISTRICTS

The American River federation—a rural organization—organized the social interest of the scattered rural communities, established hot lunches at San Juan Union High School, organized a school picnic and conducted three social evenings at the high school. At Live Oak, near Santa Cruz, the association converted the school building into a civic center, purchased a coffee boiler and dishes for evening suppers, gave a Hallowe'en party for the entire neighborhood, and purchased playground apparatus for the school yard. One evening meeting each month is held at the school house and the men take a prominent part. The president of the Santa Cruz federation assured us that the men of the district "measure up in personal appearance and financial responsibility." In the South San Joaquin district, the leader reported dancing once a month and advised the parent-teacher associations to "bring in the men folks" and provide social opportunities for the children.

OTHER ACTIVITIES OF PARENT-TEACHER ORGANIZATIONS

Sacramento is working for clear water, Santa Ana has a Mexican parent-teacher association, San Bernardino collected a ton of clothing for the Belgians and furnished Thanksgiving dinner for thirteen families, Pomona collected 168 dozen eggs for children at Easter time, Garvanza installed playground apparatus at the school, San Diego established a central clothing bureau, furnishing 3000 garments to six hundred different families. The association also raised an emergency fund of fifty dollars a month for milk and hot lunches.

WE NEED MORE PARENT-TEACHER ORGANIZATIONS

Truly, the record is a splendid one. No better proof of the helpfulness of the parents' organizations could be offered. One could not listen to the reports without being impressed that a school without a parent-teacher association is lacking an efficient helper. We need more of the democracy and help of the parent-teacher associations to make our schools what they should be.

Hon. Will C. Wood, Superintendent of Public Instruction, has called the annual convention of City and County Superintendents in the Yosemite Valley fro the week beginning August 18th. This will be a great week educationally. The Yosemite is so attractive that there will be a large convention, including all the supervising schoolmasters and several hundred others who will be interested in the discussions. The Yosemite National Park Company is offering unusual advantages, at reasonable rates. This Company has achieved a splendid reputation this season for giving excellent meals, fine accommodations, both in camps and at hotels, and the entire service is highly commended.

REVIEW OF SOME IMPORTANT SCHOOL LEGISLATION ENACTED AT THE SESSION OF 1919, BY JOB WOOD, JR., DEPUTY SUPERINTENDENT OF PUBLIC INSTRUCTION.

Note:—All of these laws go into effect on July 22, 1919, with the exception of Section 1696a (A. B. 681 by Price), which is known as an emergency act and went into effect on April 19, 1919.

Financial Bills

The following bills are known as the school financial bills, and were intended to provide more money for the elementary schools:

Section 443 of the Political Code, found on page 275 of School Law (A. B. 242 by Mrs. Saylor) is amended by changing $15 per pupil to $17.50 per pupil.

Section 1817 of the Political Code, found on page 227 of School Law (S. B. 403 by Sharkey), is amended by providing that the minimum amount raised by the county for school purposes shall be $550 per teacher on teacher basis of $21 per pupil. The amount that would be the larger being used as the minimum amount of school money for the county.

Section 1532 of the Political Code, found on page 47 of School Law (A. B. 244 by Mrs. Saylor), is amended so as to require the Superintendent of Public Instruction to apportion $350 per teacher in place of $250 in the past.

Section 1858 of the Political Code, found on page 235 of School Law (S. B. 402 by Sharkey), is amended so that the County Superintendent of Schools will apportion to the districts $800 per teacher on teacher basis, and to new districts $800 in place of $700 in the past.

This section also provides in Subdivision 5 that a four-term high school may be organized, which would enable the high school to run for the entire school year, the attendance being made up by using any three-fourths of the year as the divisor and the pupils' time to be estimated in any three-fourths of the year he wishes to attend.

Note: To estimate the amount of money that will be apportioned to any county or school district, the number of teachers should be first determined or approximated and the average daily attendance approximated. Multiply $350 by the number of teachers in the county, and $8 by the total average daily attendance. (We estimate that the State will give $350 per teacher and $8 per pupil on average daily attendance.) This plan will give the State money to the county.

Multiply $550 by the approximated number of teachers and $21 by the approximated average daily attendance. Use the larger product produced by this multiplication. This will be the minimum amount of money that the county may levy for school purposes, not to exceed 50 cents on each $100 valuation.

It will be noted that the county board of supervisors may make a tax levy of 50 cents on the $100, if need be, to produce the amount of money necessary to insure good schools. The county assessor should be able to approximate his assessments for the present year. With the State fund approximated at $350 per teacher and $8 per pupil on average daily attendance, the county superintendent should be able to estimate very nearly the amount of school money available during the coming year.

Section 1858 of the Political Code, found on page 235 of School Law (S. B. 402, by Sharkey) requires that county superintendents of schools apportion to each district $800 per teacher and the remainder on average daily attendance. This $800 is fixed by law, excepting in counties whose tax limit of 50 cents on the $100 will not permit them to raise this amount. There may be a few of these. The uncertain quantity is the amount to apportion on average daily attendance. It will be noted that we estimate that the State will give about $8 per pupil. The county should have at least some money beyond its $550. With a good fair tax rate the amount per pupil should not fall much below what it was last year. The county superintendents of schools may estimate this.

Section 1838 of the Political Code, found on page 232 of School Law (S. B. 163, by Carr), was so amended as to cut out the provision allowing the district to call for taxes to pay back debts, and also the part requiring the district to have money on hand in building fund in order to call for this building tax. Under the Constitution and the laws of this State, each school year must take care of its own finances. Money raised for the school year beginning July 1, 1918, and ending June 30, 1919, must pay the claims of the schools for that year. Any balance left over may be carried into the next year.

General School Laws

Section 1519a, found on page 15 of School Law (A. B. 867, by Mrs. Dorris), is amended by permitting the State Board of Education to grant a credential for an attendance officer; kindergarten credential, which will enable county boards to grant kindergarten certificates; elementary credentials, which will enable State board to consider special cases of persons who hold life diplomas, normal school diplomas or diplomas of colleges, etc., that are not on the accredited list. Under this law, applicants for life diplomas must pay $3.00 and meet the expense of issuing same, together with the accompanying portfolio. This bill also appropriates $30,000 for taking care of the physical training department of the State.

Section 1533 of the Political Code, found on page 49 of School Law (A. B. 341, by Baker), is so amended to provide that the expenses of county superintendents of schools shall be paid out of general funds of the county in place of the salary fund.

Section 1548 of the Political Code, found on page 61 of School Law (A. B. 66, by Price), reads as follows:

1548. [The expenses of the (office of) superintendent of schools for (its) stationery, blank books, postage, expressage, freight, telephone, telegraphing, and other necessary (office) expenses shall be allowed by the supervisors of the county, and paid out of the general fund of the county in the same manner as other claims against the county are paid.]

It will be noticed by this law that the office expense of the superintendent of schools is to be met in the same manner as other county offices, and the money drawn for postage and expressage in the past from the unapportioned county school fund will be left there to apportion to schools in the county.

Superintendents should make some arrangements with supervisors relative to expenses from July 1st to July 22nd to meet the postage and expressage from the unapportioned school fund up to July 21st, when the law goes into effect.

Section 1650 of the Political Code, found on page 107 of School Law (A. B. 548, by Greene), requires clerks of districts outside of cities to post in a public place in the months of October, January, March and June a full account of the receipts and expenditures of the school district. It also provides that in case a clerk refuses to do the work directed by the board, the boards may dismiss him and select some other member as clerk.

Certification Law

Section 1771 of the Political Code, page 214 of the School Law (A. B. 911, by Mr. Lindley), was amended so that a graduate of a California State normal who has a one year's course in the normal or college beyond the normal may teach the third year of an intermediate school course. This act amends the special certification law so as to provide certification for teaching of the blind, teaching French, Spanish and other modern languages useful in trade or commerce. Special certificates may be granted to supervise health and development work and to an attendance officer.

Subdivision 8 of this section was amended so as to strike out the words "by county board of education" after the word "examination," and it now reads: "To provide for the conferring of diplomas of graduation, by examination, and to issue such diplomas of graduation from the elementary schools of the county." Some of the district attorneys have ruled that with this expression, "by county board of education," in the law, the county board of education must pass around to the various schools to examine the children. This is not in accord with a recent opinion of the attorney general, who holds that the county board of education must meet at their office and act as a board on all matters pertaining to the county board. It is hoped that by cutting out these words, "by the county board of education," the boards will be permitted under this law to direct the teachers to hold the examination and send out the questions.

TEACHERS' ASSOCIATION OF SAN FRANCISCO

The glory of the success of the campaign against Amendment Thirty-seven had not had time to pale when the Teachers' Association of San Francisco gathered itself together for the two great events of the spring term—the meeting of the State Legislature and the campaign for an increase of teachers' salaries. A membership on the legislative or salaries committee has been no empty honor during these busy months.

Early in the year the School Women's Club appointed a committee to look into the proposed educational bills to be presented to the Legislature. After a careful study, this committee reported to the club, which presented the findings to the Governing Council, which then appointed the following legislative committee: Miss Edith Pence (chairman), Mrs. Ivy D. Ostrom, Miss Eliza D. Keith, Miss Genevieve Carroll, Miss Anne P. Hunt and Mr. John A. Linahan.

This committee made a resume of the bills, and the association decided to put forth every effort

(Continued on Page 4)

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in behalf of those bills which would benefit the schools. A voluntary contribution of fifty cents per teacher to finance the campaign was asked for, and the teachers were requested to work with their friends in the Legislature. How well they responded, the committee which went to Sacramento can testify. One of the fine features of this association is the practically unanimous backing given to any appeal sent forth with the stamp of approval of the association. The success of the work of the committee was due to the co-operation of the teachers, and of the representatives of teachers' organizations throughout the State, and of all those interested in the welfare of our schools. Mrs. Ostrom and Miss Hunt were the pioneers of this committee, blazing the trail to the State capitol. When school duties made it imperative for them to return to their classes, Miss Pence and Miss Duffy and Miss Carroll took up the work, while Mr. Lenahan and the president and the secretary kept the home fires burning. All credit to each and every one of them and a laurel wreath for the energetic, efficient chairman.

When an S. O. S. wireless brought word that the inheritance tax fund was in danger, School Director Alice Rose Power and Miss Louise F. Bray, to whom the San Francisco teachers always trustingly look for guidance in all that concerns annuities, went up to Sacramento and did not return until this vicious bill had been killed in committee. And now the annuitants and the teachers in active service can breathe freely and work in peace until a new batch of legislators arises with a new batch of laws.

The salaries campaign committee began its work on the fourth of March. The president of the association appointed a committee of fifty-five teachers from the grades, from the principals, from the high schools, from the evening schools, and from the staff of special teachers.

Mr. A. Altmann and Miss Frances A. C. Mooney were chosen chairman and secretary. Subcommittees were appointed on banks, real estate board, labor unions, Chamber of Commerce, Commonwealth Club, Civic League of Improvement Clubs, women's clubs, men's clubs, newspapers. Meetings were held every week, and endorsements secured from every organization of note in San Francisco, the result being practically the same, so said Supervisor Andrew J. Gallagher, as if the question of salary increase had been placed upon the ballot.

There was little room for doubt as to the ultimate outcome of the campaign, after the appearance of Mr. George Gallagher, president of the Board of Education, who announced that the Board of Education had adopted the following resolution:

"Whereas, the school teachers, through their regularly constituted organization, the Teachers' Association of San Francisco, have petitioned the board for a twenty-dollar monthly increase of salary; and

"Whereas, the grounds presented for such application—namely, the very much increased cost of all essential books and equipment necessary to keep up with the progress of the education of the world—appear to us to be justifiable; and

"Whereas, we not only believe that in comparison with all other wage-earners and all other City Hall employes, the teachers are most poorly paid, and we also know that they have received no commensurate raise of salary for many years; therefore be it

"Resolved, That we unhesitatingly favor the teachers' appeal for a twenty-dollar per month fit increase in salary, and we earnestly request the Board of Supervisors, in making out its budget for the fiscal year 1919-1920, to include therein specific provision for an appropriation for $400,000 to cover this proposed increase, which we intend to present in our forthcoming budget."

Towards the close of March, the teachers' salaries campaign committee attended a regular weekly meeting of the Board of Supervisors, at which the board voted to favor the teachers' plea.

Thus has closed a campaign in which each has shared his burden of labor and to whom is entitled his mead of praise—the Board of Education, the Board of Supervisors, almost every organization in the city, and the salaries campaign committee of the Teachers' Association of San Francisco.

The following letter of thanks has been sent to the Board of Education:

"To the Members of the Board of Education,
Ladies and Gentlemen:

"It is with expressions of sincere appreciation that the Teachers' Association of San Francisco, through its salaries committee, thanks the members of the Board of Education for their staunch support and encouragement in securing the increase of salary, and for the courtesy manifested by them during the campaign.

"The successful outcome has resulted in cementing the cordial relations already existing between the board and the association.

(Signed) "A. Altmann, President.
"Marjorie Stuart, Chairman Executive Committee of Salaries Campaign Committee.
"Frances A. C. Mooney, Secretary."

The teachers' loan fund of the association is flourishing like the proverbial green bay tree. Miss Elizabeth E. Kelly, chairman of the welfare committee, has announced that the sum of $650 is now on deposit in the Hibernia Bank to the credit of the fund. This amount is available as a loan for any teacher in need or distress. The work is carried on in such a manner that no one, except the members of the committee, know even the names of the teachers who have "drawn" on the fund.

The Board of Education has sent out a letter to the association explaining why it is not possible to pay teachers the salaries deducted during the influenza epidemic. The board will welcome a policy to pay all teachers absent from school on account of illness whenever it is able to secure the apportionment of sufficient funds to cover the additional expense.

The newly organized Principals' Club, of which Miss Mary E. Keating is president, inaugurated its quarterly meeting at dinner at which was present almost every principal in the department. This association was organized to handle problems peculiar to principals of schools, and great things are expected from this youngest of the many school organizations.

The High School Teachers' Association, another new organization, is very much alive to the wide-awake topics of the day. This association sends to the Teachers' Association a copy of the minutes of each meeting, that the larger organization may keep in touch with its work and its ideals.

Thus practically closes the work for the school year. And as the sunny summer vacation days drift into the shadows of the past, the touch of sadness that accompanies their going will be softened by the realization that a crisp twenty-dollar bill is awaiting each member of the Teachers' Association at the beginning of the official year. May all the sisters and brothers of the teaching fraternity in every hamlet under the protecting mountains and in every little cove by the broad Pacific fare as well as we in the City of St. Francis by the Sea.

FRANCES A. C. MOONEY, Secretary.

Professor I. D. Steele has been elected principal of the Santa Rosa High School; vice, De Witt Montgomery, who has been elected at Visalia.

Carl H. Neilson, who has been thirteen years the principal of the Vallejo High School, has been succeeded by Charles S. Brown. Professor Neilson as superintendent of Sonoma County, as deputy State superintendent and as a high school principal has been of great service to education. He is in his prime and his many friends feel that he will have a broader field of usefulness.

A. H. Yoder of Auburn has been elected principal of the Oakland Union High School.

Professor L. P. Farris of the Sutter Union High School has been elected to succeed J. C. Ray of the Marysville High School.

Emmett Berry, who served his country in France, has been elected principal of the Beardsly School, Kern County.

Prof. Mahan has resigned as city superintendent of Deming, New Mexico.

BEACON NEWS COLUMN

The Beacon Method, Including the Beacon Charts, Primer and First to Fifth Readers, Was on June Twentieth Readopted for Use for Another Four Years in the State of Nevada.

Nevada primary teachers were ready to testify before the Text-book Commission that their experience with the Beacon Method during the past four years has convinced them that they can get better results with half the work when the Beacon light shines in their class rooms through the Beacon Charts and Readers.

OREGON earlier in the month, June 3rd, through its State Text-book Commission, decided to join the ranks of those using the Beacon Method and took the Beacon Primer and First Reader for the use of all pupils in that State who begin to learn to read next fall.

ARIZONA is another State where the Beacon Method Charts and Readers are adopted for use in all schools.

MONTANA, too, allows primary teachers to use the Beacon Method and although the method is not required in that State it is used extensively.

In CALIFORNIA watch the new courses of study to appear this summer. Many of them will specify the Beacon Method.

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Prof. Wm. Inch, the progressive principal of the Lodi High School, has recently issued a report of the war activities of the students of the high school. It is a remarkable showing and places Lodi among the 100 per cent efficient schools on war service.

"Human Rights According to the Laws of Nature" is an interesting discussion from a shipworker's angle. The author is Frederich U. Weiss and discusses many problems and has a sane and sensible solution. If all men had as sensible a view of the great problems affecting human life as Mr. Weiss, this would be a happy world, free from the terrific struggle of the classes. Mr. Weiss is a genuine workman, and his book should be read by all radical and conservative people. It is published by the Harr Wagner Publishing Company. Sent postpaid for 50 cents.

The American Book Company has an unusually attractive announcement in this issue of Moore & Halligan's Plant Production. The statements made in the announcement are so valuable, so descriptive, so complete, that every teacher, librarian and student should read it. The American Book Company, under the direction of Dr. Van Liew and D. J. Sullivan, has developed a reputation for conservative and upright business methods, and furnish a dependable service to the elementary schools, high schools, colleges and libraries.

The Coddington Teachers' Agency, with offices in Berkeley and Los Angeles, efficiently covers both Northern and Southern California with well-equipped facilities for placing teachers in schools. Mr. and Mrs. Coddington have been engaged in this work for many years. Both employers and teachers rely upon their assistance and advice. The highly specialized form of service rendered by this agency is of real benefit to the schools of the State.

Alden H. Abbott of Patterson has been elected principal of the Visalia High School. He is a graduate of Stanford and Columbia, and has a fine educational record.

Prof. Gayman of Tuolumne High School has been elected to succeed W. W. Bristol at Nordhoff.

Superintendent G. V. Whaley has resigned the city superintendency of San Diego and accepted the position of city superintendent of Pomona, Cal.; vice, Vernon Bennett, resigned.

Mary R. Bell, author of the Bell system of shorthand, will give a demonstration of the merits of Bell shorthand to the high school commercial teachers on July 10th at the Berkeley Business College, Shattuck and Center street, Berkeley. The demonstration will be in English, French, Spanish and Italian. The demonstration will be conducted by the author with students and graduates from her schools in Oakland and Los Angeles. This system has been accredited by the State Board of Education. Mrs. Bell has recently conducted a class in the Edison Evening High School, Berkeley. The students studied four nights per week, and in eight weeks were able to average eighty words to the minute. It is said the system is the easiest to learn in existence.

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Jottings of a Traveling Bookman

By William Maurice Culp

Education under the Smih-Hughes plan, the part-time acts of the Legislatures of the Coast during the recent sessions are problems that school men are worrying about at present. They are divided into two groups; one group is wildly enthusiastic with the theory as their only background; the other group, who have tried out Smith-Hughes work and have been dealing with our educational misfits, are rather dubious.

In theory it is very beautiful to say let us educate every child up to the fullest of his abilities and give him the chance at opportunities for a successful life. But when you come down to the practical and attempt to do even a small part of those things the stone wall looks very high.

The fact is, that at the present time we have two solutions of our educational system, neither of which can interlock with any ease. There are two roads to education—one is that of the problematical, thorough preparedness under our so-called lock-step system of grades, in which the student is promoted on merit, in which a firm foundation is demanded before advance knowledge can be obtained.

On the other hand we have what is called vocational education. What it is no one hardly knows. One school had to change its program eight times this last year in an attempt to follow out provisions of the Smith-Hughes act. Through vocational education we have a group of propagandists who are attempting to force the child to arrive at the same goal as that provided for by the regular system. No curtailment is desired to be placed upon the child, all avenues are to be open, whether he is prepared or not. For instance, the opportunities of university life (as it is now constituted) are desired for both those that have been trained for it, and also for those who have not had proper opportunity or sufficient intellect.

Either system run by itself would probably work, but when you attempt in the same school to combine the two distinct lines chaos intervenes.

There is a rather prevalent heresy in the world that a good mechanic needs a peculiar set of brains. Teachers are finding out that this so-called vocational educational work demands in the student the same kind of brains and as much of alertness as any other work, and that it is hard to get anywhere without that alertness.

Mrs. Josephine Corliss Preston, State Superintendent of Washington, last month called a meeting of all superintendents of schools at Olympia. The part time educational act passed by the last session of the Washington Legislature was under discussion. The results of the session were that the superintendents decided to go very slow and to try to work out the new plan of education gradually. The lack of definite concrete plans, the lack of trained instructors and equipment, the lack of everything except exquisite theory showed them that they were embarking on an educational problem of great moment and they are very wise in proceeding slowly.

A number of principals who are hiring vocational teachers at rather fair salaries are wondering a little bit at demands for salary increase. They are wondering if the teachers are in earnest in their demands and would actually leave school life to work in the shipyards or shops.

Mr. E. L. Van Dellen, who has just been elected principal of the Salinas Union High school, during the last two weeks has been on the ground in Salinas working with the community in the forwarding of plans for next year. A $250,000 bond issue is to be voted upon. The board of trustees of the high school have for the last year or so been securing advice from Mr. Cubberley of Stanford and from educational advisors of the State University as to the best means of perfecting their high school system.

They decided to secure adequate ground, put up suitable buildings, place the proper equipment in them, and to hire a man with experience and vision to develop the system. In Mr. E. L. Van Dellen of Yreka High school the trustees and community feel that they have a man who is going to lead and give Salinas the best in educational service.

A thirty-acre tract is to be purchased, a central building, gymnasium and other units are to be erected.

From present indications the bond issue will pass easily. Mr. A. C. Hughes, president of the board of trustees, together with the Salinas Chamber of Commerce, is making an active campaign and canvass in favor of the bonds.

Miss Anne Hadden, county librarian of Monterey county at Salinas, has two able assistants in Miss Beatrice Gawne and Miss Dorothy Kellogg. Both young women were trained at the State library. Miss Dorothy Kellogg has been elected to the position of librarian in the Salinas High school for next year and aims to give real library service to the students.

Mr. A. C. Kleeringer of the South San Francisco Grammar school has some 700 children under his charge. A large number of them are children of parents of foreign birth. Americanization is a vital problem in his school.

Mr. L. E. Adams, who has been supervising principal of the South San Francisco schools for the last few months, is doing able work and has acquired the confidence of the community in that short time.

Mr. C. O. Sharpe, principal of the Sausalito Grammar school, is expecting a normal school attendance next term, as the population of the town is quite stable.

Miss M. E. McGlothlin, vice-principal and head of the science department of the Tamalpais Union High school, has charge of one of the best science departments in the State.

Mr. James McIntosh, principal of the Monterey High school, is expecting great things from the part-time educational act passed by the last State Legislature. He hopes to solve the problem by running a vocational school, a night school dealing with Americanization problems, together with the regular standard high school course. He is fortunate in having a community that will back him up in his call for buildings, equipment and qualified teachers.

Mr. A. B. Ingham, principal of the Pacific Grove High school, has had a very successful year. Mr. Ingham believes that a principal should have a hobby on the side. His hobby runs to the raising of goats. He has been experimenting with Togenbergs, but now is going in for Nubians. The Nubians give richer milk than the Togenbergs but not as large a quantity. Mr. Ingham had just sold a goat for $350, so is quite pleased with the financial side of the hobby.

Mr. J. H. Graves, principal of the Monterey Grammar schools, has a rapidly increasing number of children to take care of. New buildings and more teachers have to come next year.

Mr. Robert Down, principal of the Pacific Grove Grammar school, is the president of the Monterey County Board of Education.

Mr. Philip Power, superintendent of Salinas city schools, is going to Hollister as head of the Junior College. Courses in English, history, economics, philosophy, sociology are to be started. Science is to be omitted until the department is on a more firm basis.

Mr. W. J. Savage, supervising principal of the Colma schools, has a busy time with the six schools under his charge. There will be a large number of new students next term. Mr. Savage has finished another year of exceptionally good work.

Mr. James Davis, principal of the Hollister High school, has the record of twenty-four years' work in the same school. He has dreams of retiring in a few years. He runs a seventy-acre fruit ranch with some twenty-three acres of prunes and an

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acreage of apricots. He does not know which is his hobby, the school or the ranch.

Mr. G. E. Anderson, principal of the Hollister Grammar school, together with the board of trustees, have about formulated their plans for the new grammar school at Hollister. The present plan is to have a bond election for $140,000 about the first of August to provide for a new building and equipment.

Miss Mabel Coulter, San Benito county librarian, has entire choice of supplementary books for school use. The County Board of Education depend upon Miss Coulter's judgment for the securing of the best books for the money on hand.

Mr. H. E. H. Ruggles, principal of the Burlingame Grammar schools, has a rapidly expanding system. Next year a new school is to be erected at Easton. A $40,000 plant is planned. The first unit will be $20,000. The land is already owned by the school district.

Mr. S. P. McCrea, principal of the Redwood High school, has a faculty that has stayed with him quite a period of years. Redwood, according to Mr. McCrea, has the facility of holding its teachers. Some other principals would probably like to find out Mr. McCrea's solution of that somewhat difficult problem.

Mr. Jas. B. Davidson, superintendent of Marin county schools, is leading in the fight for the obtaining of more money for teachers' salaries. The supervisors are being petitioned for an increase in the tax rate.

Miss Katharine B. Rogers, U. C. 1916, is teaching in the San Rafael High school.

Miss Emma F. Hawkins has charge of the physics and chemistry in the San Rafael High school.

Mr. W. H. Nichols, city superintendent of Palo Alto schools, has relinquished the city superintendency and will devote all of his time and energies to the development of the Palo Alto Union High school.

Mr. R. J. Wells, who has been principal of the intermediate school in Palo Alto, will succeed Mr. W. A. Nichols to the city superintendency of Palo Alto.

Palo Alto High school this year is giving a graduation play that is entirely a school product. The play was written by students under direction of the English department. The scenery was all built by the manual training department. The students of the whole school co-operated in making the play a success.

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Seated on Grass (left to right): Mrs. Geo. F. Ferris, Katharine Post Ferris, Mr. Culp, Mrs. Leech, Mrs. Edith Powers, Mrs. Alphone Duperu, Mrs. Elizabeth Lanier, Ruth Ferguson.

TWENTY-FOURTH ANNUAL MEETING OF CALIFORNIA LIBRARY ASSOCIATION, AT HOTEL DEL MONTE, JUNE 16 - 13, 1919

Editorial Review by Harriett Agnew

The work of the schools has become so intimately connected with library service that it seems appropriate that a journal devoted to education should give consideration to a convention of librarians.

The president, M. J. Ferguson; the vice-president, Althea Warren; the secretary, Alice J. Haines, and the executive committee, composed of Geo. T. Clark, Everett R. Perry, Celia Gleason, Sarah E. McCardle, Robert Rea and Mary Barmby, prepared a program of unusual excellence.

Among the addresses of special interest by librarians were "War Memorials," by Eleanor Hitt; "War Histories," by C. F. Woods; "War Fiction," by Althea Warren; "War Verses," by Alice G. Whitbeck; "The Mount of Vision," by Miss C. D. Provines; "In a Hospital Library," by Miss M. L. Mast; "Short Cuts for Small Libraries," by Miss Alice Anderson; "Some Help for Small Libraries," by Alice G. Whitbeck.

A Snap-Shot of the President, Milton J. Ferguson

W. G. Hartranft, the Pacific Coast manager for Silver, Burdett & Co., spoke entertainingly and instructively on "Professional Co-operation of the Publisher, the Book Salesman, the Librarian, and the Purchasing Agent." Mr. Hartranft dwelt particularly on the standard of business ethics and the distinction between a bookman and a book agent. Mr. Daniels of Riverside in a discussion brought out the fact that the publisher of educational books gave larger comparative values than the publisher of fiction and current literature. He also made a hit with the bookmen present by stating that a man who talked of the merits of his books always brought him a message that was worthwhile.

Samuel J. Hume of the University of California gave a scholarly and eloquent address on the "Community Theatre," and Prof. B. H. Crocheron of the University of California gave a forceful presentation of "Community Center Work Through the Farm Bureau."

Captain Carleton B. Joeckel of Berkeley Public Library, who has but recently returned from service in the Army in France, was elected president for 1919 and 1920.

Miss Winifred Bigley of the Merced

A Tropical Background of a Poor Snap-Shot of Clara B. Dills and Eleanor Hitt

ALIFORNIA LIBRARY ASSOCIATION

County Free Library prepared a special exhibit of practical devices and aids for saving labor, time and expense in library administration. The musical evening, arranged for by Anna Bell Bailey of San Mateo County, was a delight. Otis Carrington, the tenor and musical composer, has an attractive personality and a sweetness and charm that win.

In the lobby of the hotel, there were a number of interesting discussions that were not on the regular program: Mr. Chandler of Potter Brothers; James D. Blake, now representing himself; John J. Newbegin, Jr.; W. M. Culp of Harr Wagner Publishing Company and P. Blakiston's Son & Co.; F. A. Rice of Ginn Co.; C. T. Scott; Mr. and Mrs. Van Nostrand of Milton Bradley Co.

George Creel, the noted publicist, who was in charge of the publicity of the Administration during the war, was at Del Monte and appeared before the librarians.

Anne Hadden of the Monterey County Free Library, with her assistants, were in evidence in handling the local arrangements to the satisfaction of the guests.

Marion Morse of Kings County and Her Two Assistants, Emma Steele and Mildred E. Schaer

Immediately after the meeting Mr. Ferguson, the president, left for the East, where he will attend the American Library Association meeting.

The group picture will prove an interesting study to those who were there, and also to those who recognize the faces of friends and acquaintances in the group.

We believe that the librarians' convention, with the exception of the city and county superintendents, is the most important educational meeting in the State, and offers an opportunity for the standardization of the greatest of all community service through the school, city, county and State libraries.

A Snap-Shot of Mrs. Julia Babcock

CALIFORNIA LITERATURE SOCIETY

May 24th, 1919

The above society was founded six years ago at the home of Ella Sterling Mighels, 1605 Baker street, San Francisco, California. The charter members were George Hamlin Fitch, Zoeth S. Eldredge, Richard Edward White, Miss Sarah Connell, Bram Nossen and eight other children of the neighborhood. The object was to review the works of California authors and poets and to indulge in reminiscences of the early days of the Pioneers. The children were to be counted in, that they might be drawn to take an interest in the traditions of our early days and in time pass them on to future generations. From time to time, friends were invited as guests and assisted in the exercises. Occasionally the society met at the home of Mr. and Mrs. Zoeth S. Eldredge, 2621 Devisadero street, and then returned to the original home of its beginning.

The president was George Hamlin Fitch; the vice-president, Zoeth S. Eldredge; the secretary, Ella Sterling Mighels; the treasurer, Richard Edward White. Once the society met at the home of Ina Coolbrith, and returned, as before, to its original address. Then it was, a few months later, that Miss Coolbrith invited the society to make her home the meeting place, as she could not otherwise be present, which she much desired. In response to this request, it was with pleasure that the members changed their original place of gathering to that of this well-known poet of the early days.

Four years have now elapsed and changes have taken place as the result of the passage of time. First we lost our dearly beloved president, Mr. Fitch, who went away on his travels. Next followed the death of Mrs. Eldredge, a most accomplished lady and devoted member of our group. Richard Edward White, a poet and a gentleman of the old school, was the next to go, and not long ago came a great loss in the death of Zoeth S. Eldredge, a man of originality and force, whose historical writings of the early days of California supply material not to be found elsewhere.

It was agreed by Miss Coolbrith and Mrs. Mighels, the secretary, to keep the names of the officers standing and merely appoint at each meeting a chairman-of-the-day. Thus the society has continued on its old lines without a break or change, resolved to maintain itself true to its original purpose until the return of the president, George Hamlin Fitch.

Many accomplished writers and guests have met with us during this four years' time, notably Edwin Markham, Charles Murdock (who has served as chairman continually), Edward Robeson Taylor, Charles Keeler, and others. Extracts from prose and selections from our poets and items of interest concerning the old-timers have given us programmes of varied lore and beauty. Many of these, winning the admiration of the members, have found place in the contents of the book, "Literary California," to be preserved for future years and the public at large.

A letter, lately received from the president, announces that it is not likely he will ever return to resume his old place. Thus the bond is broken under which it had been decided to continue, and now it has been arranged to divide the society into two sections—the first returning to its original place of meeting, where the children may be counted in as at first, at the home of Mrs. Mighels, and the second to remain at the home of Miss Coolbrith. The third Sunday, from two to half-past four, will be devoted to the study of these themes under the leadership of the founder, primarily for benefit of the young, and the teachers and friends of the young. The second section, under the guidance of Miss Coolbrith, will be held on the fourth Sunday of the month for the entertainment of friends and admirers of our California literature.

It is the wish and fond desire of the founder of this society to reach out into the country places and start other sections of this branch of study of our own literary output for the enlightenment of the young and the entertainment of the grown-ups who need something to brighten their lives that will cost them nothing save a little effort and research.

This kind of entertainment brings together the old and the young, the men and the women, and gives a kind of culture that never fades or dims as long as life shall last. And thus the traditions of our dearly beloved State shall be gathered and preserved for the lasting benefit of all.

The minutes of these meetings for six years will be placed in order and sent to the State Librarian, Milton J. Ferguson, at the Capitol, Sacramento, for future guidance for those who wish to study along these lines, when the present members are no more. It is hoped that all over our state there will be those who will be led to interest themselves in these splendid gatherings of literary worth and to add to them as the years go on. Public school teachers especially will find pleasure in discovering new poets coming on amongst our native-born to count in with those of the past.—From Report of Secretary.

A Snap-Shot of Mr. and Mrs. Van Nostrand, Pacific Coast Managers of Milton Bradley Company

Southern California Section

Under Direction of
HERBERT F. CLARK
Teacher of History
Sentous Street Intermediate School
Los Angeles, Cal.

Editorial

SIGNIFICANT ELEMENTS IN LOS ANGELES ELECTION

Several significant elements are involved in the recent election held in Los Angeles, wherein three women become members of the school board and a general change in administrative affairs is foreshadowed. Six out of the seven incumbent members stood for re-election, all qualified in the primary, and two were eliminated in the general election on June 3rd. Of the four remaining, one of them has been a strong minority in a great many administrative measures, and the outlook is that he will now become president, and by careful organization of the new board will dominate the next administration. His services on the board for the past six years amply qualify him for this position, and his attitude of fairness and square dealing has made him a friend of the teachers. That he has met the requirements from the citizen's point of view is well attested by the substantial majorities he has obtained in each of four biennial elections.

Indications are that he will be supported by the other new members elected, two of whom are women. It happens that there are now three women and four men on the board, thus giving to Los Angeles the largest proportional representation of women members of any city of its class in the country. And this is as it should be. The ratio of women to men in the profession is at least ten to one, and there is no reason why they won't be just as competent as men in dealing with the administrative problems of education.

The other new member has been a teacher all his life. He was a member of this board of education several years ago and was assistant superintendent for four years. His qualifications are such that careful, conservative, educative administration is assured for the next two years.

Another significant factor in the election was the rather prevalent feeling among the 3000 teachers that certain modifications should obtain in the superintendent's office. There is a definite feeling that a more co-operative plan should obtain between the rank and file of the teachers and the administrative forces. There have been some attempts at this, but it has been largely of the selective type, with the selection issuing from the superintendent's office, rather than initiating from the teaching body. Teachers have come to look upon the plan of more definite participation in administrative affairs, not as a privilege to be conferred upon them, but as a right inalienable to the positions of trust and responsibility which they hold. This more modern, more nearly just conception, this crystallization of a more democratic ideal, bids fair to be realized in the near future in the city of the Los Angeles board of education.

EDUCATIONAL PHILOSOPHY OF G. STANLEY HALL

Probably no other man in America has had quite so much to do with keeping our schools on some of the fundamentals in education as has Dr. G. Stanley Hall of Clark University. We are giving below three quotations taken at random from some of his recent writings. The first touches the labor situation, the second the question of autocracy in school management, and the third the old theme as to what knowledge is most worth:

"Even the corporation school movement has now fully realized that the prime factor in industry is not capital or stock, but labor, that the most economic of all changes now confronting the ever more differentiated lines of business is to get the right man in the right place; that even improvements in machinery are not so much needed today as are improvements in labor and its conditions, so that the aptitudes and skills of each worker are utilized, and the morale not only of each great line of industry, but of every great firm, should be developed and kept at its highest point."

"Some of the spirit of the autocratic school master has descended to the administrative machinery of education. Administrative technique is too much with us; it more often bulls than serves the school room. Like former school master, it conceives its function to consist of setting up controls, checks, limitations and inhibitions as if the pupil and teacher were a federal postoffice or a department store. If the administrative functions must be 'business-like,' its activities should be limited to dealing with things, with inorganic matter as fuel, supplies, etc. But if it must exert an influence, be a power in school affairs, let it attempt the more difficult and delicate, yet far better, role of duly encouraging and inspiring teacher and student."

"It may be well to remind ourselves here that Latin, in the age when it was getting its hold upon our educational system, was as practical as farming or engineering. It was the literary language of Europe. All the knowledge accessible or which was to reach the learned everywhere was in this language. The professional education it taught was to fit for the church, of which the school was the servant. It was because it was so strictly, so severely, and so long a vocational study that it acquired its hold, which has persisted even to the present, and indeed it is still vocational, for it is taken essentially by those who wish to teach it or who will need to use it in scientific nomenclature. It is an inveterate trend of the mind that in proportion as a subject becomes useless we tend to prate of its culture value; but this is not useful."

"Original minds dare to be themselves. Despite the martyrdom, the loss of popularity, or temporary sacrifice, a man must be willing to stand upon his own feet."

PLEASE NOTE AND RESOLVE TO JOIN STATE HIGH SCHOOL TEACHERS' ASSOCIATION'S ANNUAL MEETING

A very interesting program is being prepared.

Drs. William M. Sloane of Columbia and Edgar Dawson of Hunter College, New York, will speak on history and economics.

Dr. William T. Sedgwick of the Massachusetts Institute of Technology, on public health.

David P. Barrows of Berkeley, on Bolshevism.

Mrs. Sarah F. Geismar of Cincinnati, on Americanization.

Perplexing problems concerning school programs, student participation in administration, adapting school work to community enterprise and needs, harmonizing physical and military training, adequate remuneration of teachers, the ever-pressing problem of the "study hour," all these will be treated by those who have something to say that is worth hearing.

Efforts are in progress to present something unique in the high school teachers' duty and opportunity to assist in the solution of the community situation that will arise July 1, in the enforcement of the constitutional amendment relating to the sale of liquors. Provision must be made for the leisure of men with nowhere to go. The high schools are centers in every community. We cannot shirk, nor should we try to shirk, our part in this tremendous movement in social and economic history.

Cordially yours,

P. M. FISHER,

Technical High School, Oakland, President.

Dr. Richard G. Boone, Secretary, Monadnock Building, San Francisco, care Sierra Educational News.

Recent State Adoptions

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JINKS

"Turn backward, turn backward, O Time in thy flight,
And make me a child again, just for tonight,"

may be supplemented by—

Time turned back in spite of what anyone thinks,
And stayed back a long time at the School Women's Jinks."

The fourth annual jinks given by the School Women's Club of Oakland took place on May 29th, and was a grand success financially as well as otherwise.

The teachers, forgetful of time and conventionalities, donned glad rags of all sizes, shapes and dimensions and turned out nobly on this, their own big night.

The program was excellent and every stunt must receive due praise, for, like all work performed by our teaching force, they were well planned and well executed.

We of Oakland "motivate" even in our jinks, and this year we motivated for a "raise in salary." As Senor Irone Bonicum so timefully expressed it—Here's hoping those strains fell upon fertile soil.

Could anyone have been more splendid than Monsigneur Tooti Flooti (alias Zanette Potter), who so ably and beautifully conducted the Ticklefoot Symphony Orchestra? When the strains she drew forth reached the gym later, everyone pronounced it, "Some orchestra!"

Could anything have been more natural than the life of a teacher as depicted by Mau Zanita? More encouraging than those words of our colored lass, Chloe Treadwell? More weird than those supervisors conning over their "projectile" scheme? More practical than Laura B. Everett's way of co-ordinating penmanship and fancy dancing? More beautiful than the rainbow dancers? More athletic than Clare Monts' track team? More real than that mayor? More dapper than Senor Bosque (Wood)? More aquatic than Claw Son's bathing girls? Or more splendid than Washing Ton's white-faced minstrel? If anyone thinks so, let her keep her plan till next jinks, for next year the jinks will be five years old. "It's getting to be a big idea now," so you'll find it hard to beat.

As chairman of the jinks, I wish to express my pleasure as well as gratitude at the hearty co-operation I met with on all sides. I cannot feel that our union of purpose is very strong. "I'll be glad to," was the reply to requests, and the promises were gladly and promptly carried out. I wish to thank all who helped make the jinks a success and extend to them the grateful appreciation of the club.

The funds are to be put to social service where it is most needed.

MABEL I. DENIKE,
Chairman of Jinks Committee.

WORK OF LAWRENCE E. CHENOWETH

Superintendent of Kern County Schools

Kern County, under the superintendency of Mr. Lawrence E. Chenoweth, has been making rapid educational strides in the last few years. Much of the interest has been aroused by school and community picnics in which several thousand people gather to hear talks by educators and to examine the different school exhibitions.

The picnics are given around May Day and the dance around the May-pole is a drawing feature. Some twelve grammar school districts generally unite in giving these picnics.

Agricultural clubs, farm bureau meetings, parent-teacher associations, some 120 illustrated evening lectures by Mr. Chenoweth in rural schools in the last three years, have been additional means by which the school as a community center has been used.

The transportation of the children to the schools has been systematized to a high degree. Some 87 busses are busy each school day bringing in the children to school. When one considers that Kern County is as large as Massachusetts and that Mr. Chenoweth travels some 10,000 miles each year in visiting each school in the county once, the transportation problem is seen to be a big one.

Domestic science and school lunches are a feature. Fellows, Maricopa, Taft, Bakersfield, are in the lead in this activity.

As a whole, the school buildings of Kern County rank high. The oil fields are especially well-equipped. The high school at Taft is a fine example of a three-unit school plant. The architecture breathes the spirit of Moslem art with its low-lying buildings pleasantly tinted and a dome over the center building. The rooms are exceptionally light and have glass doors so that one side can be completely thrown open, giving an out-door study room. The Midway Grammer School at Fellows is another example of a pleasing school building.

Teacherages have become an asset to the school system, and at the present time some fifteen have been built. These teacherages have solved many vexing problems of securing teachers in the oil fields.

Mr. Chenoweth's whole work has been that to obtain popular interest in the schools so that the parents will actually participate in matters of educational interest. He has succeeded to a remarkable degree.

Bids Wanted for Textbook in History

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following textbook:

History of the United States for the upper elementary grades.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Room 707, Forum Building, Sacramento, on or before July 1, 1919.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bid for textbook in history," may be submitted on or before the hour of 4 o'clock p. m. of July 1, 1919. Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education, at Sacramento.

STATE BOARD OF EDUCATION
Sacramento California
WILL C. WOOD, Secretary

Bids Wanted

.....by.....

Public Schools

News Notes of Bids Desired for New School Buildings; for Furniture for New and Old Schools; for Equipment; and School Supplies Generally.

(Free publication will be promptly made in this column of all bids furnished by country school superintendents and others interested; and special attention of all advertisers will be directed to the items. Letters regarding this column should be addressed to Chauncey M'Govern, Associate Managing Editor, Hearst-Examiner Bldg., San Francisco; telephone: Kearny 4021.

"Sec. 1608. Boards of school trustees, and city boards of education, shall have the power, and it shall be their duty:

"PURCHASE FURNITURE, BOOKS, ETC.

"2d—Except as otherwise provided in this code, to PURCHASE SCHOOL FURNITURE, including MUSICAL INSTRUMENTS, and APPARATUS, and such OTHER ARTICLES as may be necessary for the use of the schools. . . ."—School Law of California, 1917, page 87.

"CERTAIN SUPPLIES MUST BE FURNISHED.

"(a) The following supplies SHALL be furnished by the DISTRICT CLERK . . . on written requisition of the teacher, viz.: Clocks, brooms, dusting cloths, wash basins, water buckets, drinking cups, dustpans, matches, ink, ink bottles, pens, penholders, pencils, crayon chalk, writing and drawing paper, handbells, coal buckets, wood boxes, shovels, pokers, soap, towels, thermometers, doormats, paint, window panes, window shades or shutters, disinfectants, garbage cans, and outside locks for outhouses."—School Law of California, 1917, page 329.

Full details of the large number of Bids Wanted for all sorts of items by the Los Angeles Board of Education, together with blank forms and submission envelopes, may be secured by responsible people from the office of Chauncey M'Govern, Associate Managing Editor, Western Journal of Education, Hearst-Examiner Bldg., 819.

Hollister, Cal., votes this month on proposition to expend $150,000 for new school. Mrs. W. A. Johnson and Messrs. R. O. Hardin and Robert Shaw are the trustees. Manual training and domestic science rooms are included, as is an auditorium.

Lodi, Cal., has voted $15,000 for new school.

New high school building to cost $60,000 is planned for Byron, Cal. Messers. J. G. Prewett, John Gertchell, A. Kaathowen and R. Wallace, Jr., are the trustees.

Burbank, Cal., will erect an $80,000 school building, including an auditorium and manual training and domestic science departments.

A high school to cost $150,000 will be erected at Fowler, Cal.

Long Beach, Cal., has voted a million and a half for new schools.

A $30,000 Greek theatre will be erected on the campus of the high school at Santa Monica.

Hemet High School district will vote on a $70,000 new school this month.

San Bernardino will vote on a $250,000 new school measure this month.

Bakersfield School District will vote this month on an issue of bonds to the amount of $150,000 for the purpose of new buildings and alterations. Harriet W. Peacock is president of the Board of Education.

North Sacramento and Arcade plan to spend $20,000 for new schools to relieve the overcrowded condition.

Hollister, Cal., School District plan the expenditure of approximately $125,000 for a 16-room school building, including manual training room, according to the Advance. Architect W. H. Weeks has the plans.

Fruitvale School District votes $10,000 for a new school building and improvement to the grounds, with not a dissenting vote.

A new grammar school building with eight class-rooms and a large auditorium, costing about $40,000, will be built at Yreka, Siskiyou County. May G. Ryder, W. L. Kleaver and H. J. Sarter, trustees.

Artois (Glenn County) has voted $25,000 in bonds for the erection of a new school building at once, according to the Sacramento Bee.

The Potter Valley School District in Mendocino County plan the erection of a $25,000 concrete building. Architect Norman Coulter of San Francisco has the plans.

A new union high school will be built at Strathmore, according to the Visalia Times.

A Greek theatre costing $30,000 is planned by the Santa Monica Board of Education, and $75,000 additional will be spent for elementary school improvement, says the L. A. Times.

Arcadia, Cal., contemplates the construction of a new $50,000 school building, with auditorium, swimming pool, etc.

Hermosa Beach will vote on $60,00 bonds for the erection of a new grammar school, to be connected with the present building on Pier avenue by pergola.

At Winnemucca, Nev., it is planned to spend $6,000 for manual training equipment for the high school.

A fourth large building, costing about $65,000, is planned by the trustees of the Orland (Glenn County) grammar schools.

Hamilton City High School District will proceed with the erection of the contemplated new building, having voted, almost unanimously, an additional $10,000, according to the Willows Transcript.

Plans are being made for the erection of a new manual training school building at the Wilson School, says the El Centro Progress.

A bond issue of some $175,000 for new buildings and equipment is to be voted on by the Selma, Cal., Union High School District.

A new school building for manual training, with latest improvements, costing $30,000, is to be erected for North End District, between Alamo and New Rivers, according to the Brawley News.

At Burbank, Cal., a bond issue of $80,000 for new school building will be voted on, according to the Review.

One of the finest school buildings in the county will be constructed at El Segunda, Cal., $120,000 bonds having been voted for the purpose.

North End School District, Calipatria, Cal., contemplates the erection of new buildings to cost $30,000.

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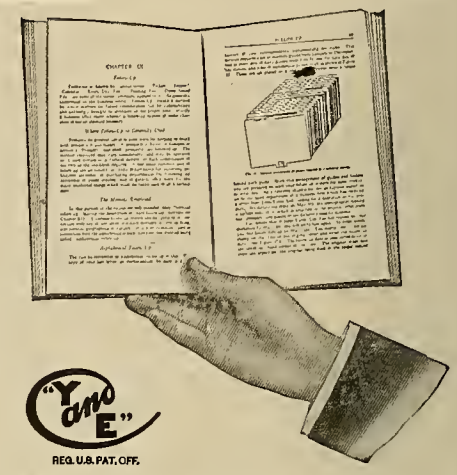

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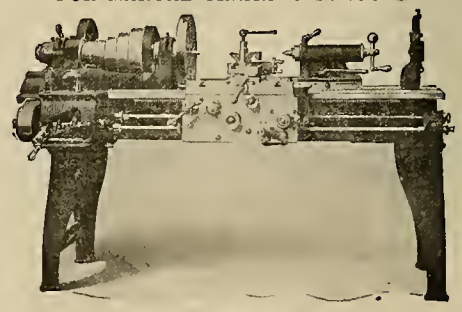

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Eucalyptus School District have voted $20,000 school bonds, according to the Seeley, Cal., Sentinel.

The Grangeville District, at Hanford, Cal., plan the issuing of $35,000 bonds.

A new high school is to be erected at Phoenix, Ariz., costing $100,000, according to The Republican.

The trustees of the Reedley Joint Union High School District plan the construction of a large polytechnic school. A Los Angeles architect is studying plans on the ground.

A brick and concrete building, costing $50,000, will be erected by the San Pedro School District at Point Firmin, says the Los Angeles Times. Hunt and Burns are drawing plans.

Twenty thousand dollars will be spent at Brawley, Cal., for an addition to the new grammar school. A joint intermediate school building in the district of Hemet Valley has been decided upon, and $30,000 bonds will be called for, says the Hemet News.

According to the Oakland Enquirer, the Board of Education plans a bathing pavilion on Lake Merritt to cost half a million dollars. The plans include the dredging of the lake.

Calistoga, Cal., Joint Union High School District will vote on a $60,000 school bond issue.

A new concrete grammar school building to replace that recently destroyed by fire is to be erected at Los Alamos, Cal. L. N. Crawford is the architect.

A soldiers' memorial auditorium and school building, to cost about $250,000, is being considered by the city of Santa Rosa.

San Anselmo School District will vote on bonds for $50,000 for the erection of new buildings. Letitia Jones, clerk of the board.

Fresno, Cal., will vote this month on a $2,000,000 bond issue for the construction of a new high school and improvement of city schools.

The Board of Education at South Pasadena are asking for $275,000 to be used to improve school system and build intermediate school.

The Paleto School District, Maricopa, Cal., ask for bids for construction of new grammar school for which $20,000 was appropriated.

Escalon, Cal., is to have a high school building, the six interested districts having voted favorably at a recent election.

Anaheim, Cal., plan the issuing of school bonds to the amount of $150,000.

A new school and church will be erected at San Pedro, Cal., by Mary Star of the Sea Church, Father Benson, according to the Los Angeles Examiner.

The Geyserville, Cal., Union High School District are asking for a bond issue of $33,000 for the purpose of constructing and equipping a new building.

According to the San Luis Obispo Telegram, the Elkhorn School District are considering the erection of a school building. The Simmler District want bids on a twenty-passenger bus to carry children to its school. The Morro District advertise for sale its old school building and grounds.

The territorial legislature of Alaska has just created a textbook commission—Lester D. Henderson Juneau, chairman; Superintendent W. A. Knox Ketchikam and Miss Emma Keever, superintendent of Cordova, are the members. Textbooks for a period of four years will be adopted soon.

Selden C. Smith has been enjoying himself as a member of the "inside board" for the selection of architects for the new school plant in Berkeley. He has an open mind, listens to everybody, interested in what each one has to say, and acts just the way he would like to have the members of textbook committees act towards his book salesmen when they come around.

James Stanley Brown has been elected to succeed John W. Cook, president of the State Normal School of De Kalb, Illinois.

Dr. Thomas E. Finnegan, well known in connection with N. E. A. meetings in California, has been elected State superintendent of Pennsylvania to succeed the late N. C. Schaeffer. Dr. Finnegan is deputy State commissioner of New York.

The city of Salinas pays Principal Van Dellen thirty-six hundred dollars per annum. When other cities follow the example of Salinas there will be more men and women who will prepare for efficient work in the schools.

The adoption of textbooks in the State of Nevada has required the presence of a large number of the best newsgatherers, reporters and promoters of educational progress.

Superintendent J. H. Francis will return to Columbus, Ohio, after two years' service in school garden work for the National Government.

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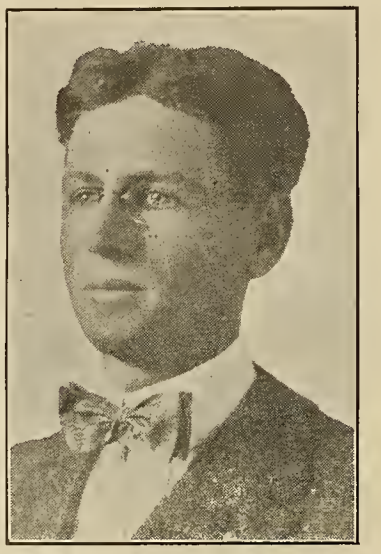
Correspondence regarding new schools and alterations invited from school boards and city and county school superintendents.

HUNTINGTON BEACH GRAMMAR SCHOOL—HAROLD A. CAMPBELL, PRINCIPAL
This is the central building where Mr. Campbell is proposing to use the school plant forty-eight weeks each year, and has inaugurated many other forward looking educational movements

THE PROPOSED HUNTINGTON BEACH UNION GRAMMAR SCHOOL

The Huntington Beach Grammar School, under the leadership of Supervising Principal Harold A. Campbell, is leading a movement for the consolidation of several surrounding school districts with that of Huntington Beach, in order to offer the best of educational opportunities to the children of that section. Ocean View, Fountain Valley and Springdale school districts are those involved in the movement.

The effort to secure this union grammar school district by Mr. Campbell and the citizens of Huntington Beach is the forward step advocated by State school executives as the best means of securing good building facilities, a trained teaching force, and adequate financial support. Thus, where roads are good or electric cars convenient, we find principals attempting to consolidate small district schools into a strong union school, with the children brought to the school room door by the bus or stage.



Harold A. Campbell

Mr. Campbell believes in special teachers for subjects taught in the grammar school. He believes in having teachers especially trained in music, cooking, drawing, sewing, manual training, athletics, physical culture, penmanship and agriculture. In small rural schools it is impossible for a teacher to be proficient in everything and a union school is a solution of the problem.

Huntington Beach at present has a huge grammar school building, with sufficient class-room, cooking and manual art facilities, auditorium space for the accommodation of the pupils. In addition, the personnel of the teaching force is very good and is paid as highly as any school in the northern part of the State.

In this case, the citizens in the outside districts will not be called upon to incur any bonded indebtedness, but will only be called upon to pay their pro rata of the expense of conducting the school subseqent to the consolidation.

The Huntington Beach Chamber of Commerce and Superintendent R. P. Mitchell of Orange County are heartily behind the movement.

AN EXPERT OPINION CONCERNING

THE KENDALL READERS

"From the standpoint of both content and method this delightful new series of readers will make a strong appeal to progressive teachers throughout the country. Although making careful provision for the mastery of the mechanics of reading, the authors stress thought-getting and interest rather than technique and drill. In choosing the content, they were guided by the conviction that 'the child's own life is the basis of his interests.' Accordingly, the Primer and First Reader represent an interesting and continuous story—a story about the adventures and activities of normal boys and girls. The literature of the series—rhymes, folklore, fables, etc.—is so skillfully woven into the narrative that it becomes a part of the experiences of the children. In the Second Reader the materials center about the activities of the 'Good Times Club'—a jolly vacation organization. In succeeding volumes the content is organized through judicious grouping." W. A. SMITH,
Professor of Educational Administration, University of Oklahoma.

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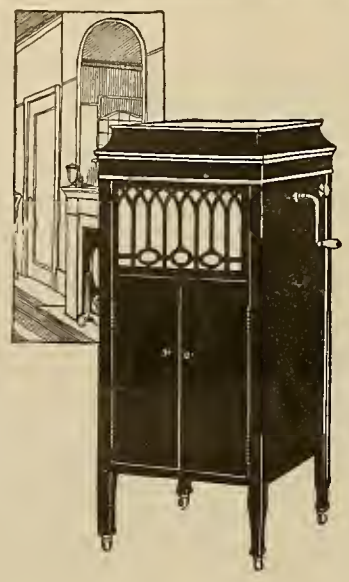

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Vol. XXV, No. 7 SAN FRANCISCO, JULY, 1919 Price, 15 cts.

MEETINGS

Bay Section the California Teachers' Association; Wm J. Cooper, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the California Teachers' Association; R. B. Leland, San Jose, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone.

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CHAUNCEY M'GOVERN, Associate Managing Editor.
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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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JOTTINGS

Americanization Work in California Schools —Notes—High School Teachers' Association—Etc.

W. M. Culp

One direct effect of the world war upon education in the West is the forcing, or rather the assimilation of Americanization work into the public school system. In the past much work was detailed to small groups of people throughout the country interested in such problems, or to sociological workers in crowded city areas. At present it has become a direct school problem with the making of loyal United States citizens as an end to be achieved. In general, the American school system in the past has been supposed to teach American ideals and love of country, but it was taught by the non-direct method; our institutions and customs were enlarged upon, but the essence of democracy (whatever that is) pervaded the child's brain and being gradually. The institutions of our democracy were described, but what democracy was, why it was better than other systems, why our country should be preserved, why our forms of government were the best forms of government, why they should not be altered, were questions that had their place, but a place somewhat apart from actuality.

At present all that is changed; the school and teachers have become direct agents or propagandists of our form of government, or rather the American child is made to realize much more thoroughly the institutions of the country in which he lives and what are the basic reasons for continuing to live in such a country and to forward its life economically, politically and socially.

A good many people think that Americanization means only the teaching of foreigners the English language and of giving to them a knowledge of our form of government. That is one side of Americanization, but as great a work is the Americanizing of our American youth of American parents who generally grow up with very poor ideas of what the United States really is. This Americanizing of Americans is bound in ten to twenty years to usher in better local, state and national government.

There is one fault that must be avoided, and that is the arousing of such a strong nationalistic jingoism that the people of the United States cannot correlate themselves sanely with the peoples of the rest of the world. Germany has just been suffering from such nationalistic jingoism. While the United States is little likely to reach such madness, there is sure to be a tendency in that direction unless judicious caution is used.

Of a more delicate nature is the Americanization of the foreign element in the United States. That it is a tremendous problem even on the Pacific Coast, one need only travel through the large and small towns and in the large number of Italians, Japanese, Hindus, Chinese, Swedes, Slovaks and what not, who speak their own language, read their own newspapers, and feel and breathe in the spirit of the mother country.

The English language is to be made the base upon which Americanization is to be built. Teachers feel that you cannot have real American citizens unless you have men and women who can read and write the English language. They feel that American ideals only can be taught through the rudiments of the English language. A

IN MEMORIAM

Morris Elmer Dailey

In the death of Dr. Morris Elmer Dailey California has lost a leading educator, a splendid school administrator, a public servant with a statesman's vision. Whenever the San Jose State Normal School is mentioned, one thinks of Dr. Dailey. The institution is a reflection of his wholesome personality. He was an inspiring leader, optimistic in his attitude toward life, courageous in standing for the right. The California State Board of Education and the presidents of the State Normal Schools, meeting in annual joint session, note with grief the absence of their genial comrade and earnest co-worker who passed away on Saturday, July fifth, 1919.

For six years, the present State Board of Education and the Normal School presidents have been working together for the advancement of education. In all that time Dr. Morris Elmer Dailey was a constant source of strength and inspiration. Possessed of a clear intellect, well trained, he was an able thinker. A man of wide sympathies, keen insight and no prejudices, he was a wise counsellor. Because of these qualities, Dr. Bailey was always given honored places among the educators of the State. During his service as president of the San Jose State Normal School, he served for fourteen years, with distinction, as a member of the California State Board of Education. Frequently he was chosen president, chairman or director of various groups of educators, his fairness commending him to all and tending to harmonize divergent views. At the time of his death he was actively directing the work of the committee of twenty-one on the reorganization of the public school system, having been appointed chairman of this important committee by President Clarke of the State Board of Education.

With all honors that came to him, both as an educator and as a citizen, Dr. Dailey was always democratic. He was a man among men, simple and unaffected in manner, a gentleman by instinct, courteous, kindly, hearty.

He will be missed in educational and civic councils, in political life among men of affairs, where his integrity and wisdom were so valuable and his judgment so often in demand, but, most of all, he will be missed as a friend, for not only in his home and in his school, but under whatever conditions Dr. Dailey worked, it was always in a spirit of confidence and an abiding faith in the sincerity of purpose of hs coworkers.

A devoted son, a loving husband and father, an upright citizen and a true friend, he radiated happiness, and his personality has made a distinct impression upon the normal school of which he was president for nineteen long, bright years. It was a part of his philosophy that happiness is essential to well being and well doing, and he directly planned for the pleasure, as well as the work, of his teachers and students.

Morris Elmer Dailey has gone, but he lives in the hearts of thousands of persons whom he has helped in thousands of ways. He has fought his good fight, bravely, honestly, forcefully, joyfully, and left behind him a clean record of noble deeds.

Resolutions adopted by State Board of Education, July 10, 1919, at Santa Barbara, California.

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start is to be made in California with the classes to be formed under the part-time educational act.

That Americanization may be of the spirit and that we can have loyal American citizens who cannot read or write the English language, is a fact that is being partly overlooked. The majority of teachers in the Americanization classes do not know the language of the students they teach, and to many it is not a diplomatic move to suggest that American principles could be more rapidly taught through the use of the student's mother tongue. To teach English is perhaps the first consideration, but it is a question if through that medium the average mature foreigner could get a clear comprehensive view of our institutions and of the ideals for which we stand.

The question of Americanizing the mature foreigner and the children of that same foreigner are two distinctly different things. A teacher with only the knowledge of the English language can handle the child because he is growing up among American youth; but it seems that adult foreigners would become better American citizens if the principles of our government were first taught in the mother tongue while they are struggling along trying to learn the English language.

Mr. F. H. Boren, principal of the University High School of Oakland, was elected president of the California High School Teachers' Association at the recent association meeting at the University of California in Berkeley. Mr. Phillip M. Fisher, the retiring president, becomes ex-officio member of the board of directors.

Directors of the association for the term expiring 1919 were elected as follows: Northern section, O. H. Close, of Fair Oaks; bay section, Herbert Lee, of Livermore; central section, H. Rode, of Clovis; southern section, W. A. Pratt, of Coronado.

L. P. Farris, E. Morris Cox, W. O. Smith and Dr. W. H. Snyder continue as directors for the term ending 1920.

The seventh annual meeting of the California High School Teachers' Association held a very interesting session from July 8 to July 11 on the University of California campus. The program as arranged by the president, Phillip M. Fisher, of Oakland Technical High School, was full of interest.

"Spring and Fall Fashions in Education," by Silas Colman, head of the department of science, Technical High School, Oakland, was a very good treatise on the idiosyncracies of our educational system in which teachers are attempting to teach everything. The humorous approval of the audience clearly showed how the criticisms were appreciated.

Principal F. H. Boren, of the University High School, Oakland, in his talk on "The General Attitude of the Public Toward Education — How It Has Been Affected by the World War," was optimistic in his thinking that the schools were going to be more practical and efficient in preparing the child for real work.

"Democracy in Society and Politics," by Dr. William Milligan Sloane, Columbia University, was a very keen analysis of the problems confronting the teacher in trying to teach American ideals.

The Americanization section under Miss Hulda Youngberg, Oakland School Department, was exceptionally well attended. Mr. Norton of the State Board of Housing and Immigration, gave a very clear statement of the Americanization problem.

Mr. Ralph W. Everett has been elected principal of the Fairfield High School. Mr. Everett made a reputation for himself at Weaverville and is bound to make a success at Fairfield.

Mr. A. Wesley Armitage, principal of Big Pine High School, has been elected to the superintendency of the Goldfield, Nevada, schools.

Mr. Charles Edgecomb, district superintendent of Salinas schools, is attending the summer session at the University of California.

Mr. T. O. Renfrow, principal of Kingsburg High School, is registered in the summer session at Berkeley.

The High School at Crockett, under the principalship of Mr. W. H. Weslar, is putting in a course in cooking under the direction of Miss Olive Newcomer. The cooking room is equipped with unit kitchens and everything has been secured for a thoroughly practical course in cooking.

MISCELLANEOUS NOTES ON METHOD IN GEOGRAPHY

By Dr. H. W. Fairbanks

Author of New Topical Geography of Europe according to the Problem Method

There can be no question that at the present time there is a great range of opinion as to what school geography really is and a general criticism of methods and results. We cannot attack the problem of method until we have agreed as to what we shall teach in geography. Is geography a heterogenous aggregate of facts about the world? Does it include everything which cannot be conveniently taught elsewhere? Are the materials of the subject to be memorized and repeated as a parrot repeats what it hears, as one would infer from the perusal of a list of minimum essentials? Should there be any serious attempt to lead the child to do any real thinking for himself?

The teaching of geography is bound to undergo a change. Our whole conception of the subject is a false and superficial one. Those who still cling to old conceptions and are not willing to open their eyes to the fact that a revolution is coming will wake up some morning and find themselves out in the cold.

Geography as a school subject has been practically a failure. Every well-informed and observing teacher will admit this. And yet to put one's finger on the trouble is a difficult matter. No two will agree as to the cause of the trouble or the remedy. Nevertheless, I believe that a remedy does exist. What is the reason for such divergent views as to the nature of geography? It is safe to say for one thing that our definition is partly to blame. The statement that "geography is a description of the earth" or "a study of the earth as the home of man" is not only indefinite in its significance, but it does not meet at all the new conception. These definitions convey no definite idea of the fundamental nature of the subject, or of the best method of approach. Until we get rid of definitions of this kind, geography will remain the scape goat and catchall of the curriculum.

What does memory work mean when applied to geography? It means the temporary acquirement of a certain number of facts in each grade which are held to be sufficient to pass the child on to the next grade. This is usually considered the essence of school geography. This method assumes, without ever trying to find out, that these facts are understood by the child and that a reasonable proportion of them

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are retained in the memory subject to call when needed. The thoughtful teacher has, however, long recognized that these facts are not retained. In fact, anyone who knows anything of the processes of the mind is aware that, except in rare instances, unrelated and rarely used facts are bound to fade from the memory. On the contrary, the ability to reason out relationships in geography when once acquired is never forgotten. It is within call always and under all circumstances when the individual comes face to face with new situations. And yet our school authorities as a rule shut their eyes to these obvious facts, content to let things go along in the old-fashioned way. Innovations require some extra exertion.

By going at their work in the right manner, children can obtain a real understanding of life conditions in Europe and with the expenditure of far less energy and time than by the old-memory method. Instead of passing by their environment with a superficial study they would give it prolonged and careful attention; they will have acquired a foundation for the intelligent study of foreign lands. California children do not know their own environment and state. How can they understand Europe or any other foreign country which they have not seen? They cannot make use of experience of any sort and must of necessity memorize. The most valuable and interesting study in the curriculum is ordinarily disliked and becomes a lamentable failure.

ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, JULY 9, 1919

The State Board of Education met in regular quarterly session at Santa Barbara, July 7 to 12, 1919; in connection with this meeting, the annual joint meeting of the presidents of the State Normal Schools with the State Board of Education was held, July 9 to 11, 1919.

The plans of the new Capitol Building, showing the space allotted to the Department of Education, were approved by the Board.

President Clarke addressed the meeting in memory of Dr. Morris E. Dailey, the late president of the San Jose State Normal School, who passed away July 5. President Clarke appointed Superintendent Wood and President Hardy as a committee to send a telegram of condolence to Dr. Dailey's family and also appointed a committee to prepare formal resolutions in behalf of the joint board in memory of Dr. Dailey.

Mrs. Ray stated that the members of the Art Association would not meet in Santa Barbara during the week, as contemplated, but they would meet at Yosemite during the week of August 18, when the superintendents convened there.

The subject of art and art supervision in the normal schools was then discussed.

President Hardy thought that if they could hold conferences of teachers of a given subject like art where they could have a demonstration of the school's work and at the same time be able to observe from exhibits what is going on in this State, they might get some benefits therefrom.

Dr. Burke suggested that a meeting of teachers of normal schools and others, to be devoted to the subject of art, be held either in Oakland or San Francisco and that Superintendent Wood should invite persons and firms to make exhibits of works of art and that Dr. Snyder be appointed a committee to bring in material for an exhibit. The project was approved.

President Hardy stated that the matter of conferences of normal school teachers involves a question of some control of the elementary curriculum in a state-wide way. He stated that the State Board of Education approves the high school courses and asked why the county boards of education should not submit to the State Board for approval as to at least minimum standards. No action was taken.

Mr. E. C. Boynton came before the Board to speak on the shortage of teachers and to ask the Board to reaccredit the normal schools five years earlier on account of the shortage of teachers. No action was taken.

Dr. McNaught stated that we are facing an unfavorable situation in texts in geography; that we may not be able to have texts in geography for three years and that in the meantime if the geographies are not satisfactory, she wished the normal schools would take the lead in preparing a temporary bulletin. She stated that a good many had signified their willingness to write bulletins that would tide us over this emergency, and that is why she wished a conference of teachers. The normal school presidents promised to consider the matter.

Mr. T. C. Morehouse, Pacific Coast manager of the Macmillan Company, came before the Board in the interest of the textbook publishers with reference to the high school textbook law fixing the prices of high school texts for eight years. On account of increased cost of manufacture, they suggested that they be allowed to file a new list of prices to become effective after July 1. Superintendent Wood was instructed to refer the matter to the Attorney General.

Dr. E. R. Snyder was given permission to leave the State to attend a conference of vocational education teachers to be held at Salt Lake City, Utah, during August.

Bulletin 14, dealing with the new courses for normal schools, was amended in certain respects; the most important change made was that of postponing the introduction of the three-year normal school course so that it will not apply to students entering prior to July 1, 1921. This change was deemed necessary because of a possible shortage of teachers, as evidenced by the present enrollment of students in the various normal schools.

Mrs. Ray mentioned the subject of speech defects and asked whether the normal schools were paying any particular attention to this. This subject was ordered added to the memorandum of agreement for legislation in 1921.

The following resolution was adopted:

"Resolved, That the State Board of Education and the presidents of the State Normal Schools deem it advisable in the interest of educational progress that departmental conferences among representatives of the Board of Education and the normal schools, including the heads of departments of the various school subjects, be held from time to time, said conferences to be called by the Commissioner of Elementary Schools."

The following resolution was adopted:

"Because of the pressing need of help for teachers in the subject of geography owing to changed conditions brought about by the world war; be it

"Resolved, That the Commissioner of Elementary Schools be requested to call a departmental conference on the teaching of geography early in the school year of 1919-1920."

Mrs. Ray was requested to assist the Cabinet in securing an office for the use of the Board in the bay region and the committee was given power to act.

President Clarke announced that the Board would hold a special meeting about November 1 and at that time hold the hearings on arithmetics and make the adoption.

The bids filed with the Board for texts in history were opened and are as follows:

The Century Company—"A History of the United States in California," by S. E. Forman.

The Macmillan Company—"History of the American People," by Beard and Bagley.

Rand, McNally & Company—"Mace's School History of the United States."

Silver, Burdett & Company—"A History of the United States," by William B. Guitteau.

The matter of the texts in history was referred to Commissioner Olney and he was authorized to take charge of the usual investigation by critic readers and review by the Cabinet.

The Board approved the efforts of Mr. Hetherington, supervisor of physical education, for the setting up in the three accredited universities in the State of a strong professional course for the training of teachers of physical education.

In reference to physical education, Mr. Wilson stated that the service men are a superior class of men and that he would like them to have special consideration; that they have had experience in activities and if possible we should have the advantage of their experience. Mr. Hether-

(Continued on page 14)

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WHY PARLIAMENTARY LAW?

By Eliza D. Keith

Parliamentary Teacher of the Grade Teachers' Association

Frequently one hears the remark, "I don't need parliamentary law. Just commonsense is enough."

Now, what is commonsense, and why is it superior to a knowledge of parliamentary law? In the conduct of the business of an assembly, in the orderly progress of a debate over a proposed measure—that is, in the transaction of business, in the exchange of ideas, in the triumph of the will of the majority, while still the rights of the minority are preserved and respected, parliamentary law may be acclaimed as commonsense standardized and its findings reduced to definite rules and methods of procedure.

To work in figures one must know the fundamental principles of numbers. To play any game one must not only know the rules—he must follow them, be guided by them, and obey them, even when they go counter to his inclination and possibly to his interests.

An assembly without some kind of parliamentary procedure soon degenerates into a species of mob expression. At least, a meeting in which parliamentary rules are disregarded soon becomes a series of wrestling encounters with "catch-as-catch-can" for the ruling principle, until even those who know parliamentary law and who wish to act in accordance with its established rules, find themselves forced, in order to survive at all, to become as anarchistic as the rest.

It cannot be denied that a working knowledge of parliamentary law is necessary in these days of clubs and associations, of meetings for general discussion of matters of interest, and be it remarked in passing, that no better drill in oral English and the art of thinking and speaking upon one's feet can be devised for grammar school pupils than a daily drill in the simpler notions of parliamentary law.

As has been said time and again, the great purpose of all rules and forms in parliamentary law is to subserve the will of the assembly rather than to restrain it; to facilitate and not to obstruct the expression of the deliberate sense of the meeting.

Roughly speaking, parliamentary law may be defined as determining the rights and duties of the chairman; the rights and duties of the members, and how to maintain and to exercise these rights and duties.

The chairman represents the choice of the assembly, and as such is entitled to respectful attention and loyal acquiescence in his rulings, because, should any member feel dissatisfied, he at once can appeal to the house from the decision of the chair.

No assembly should permit any member to flout the authority of the chair, nor countenance any expression of discourtesy or contempt, because the chair stands for the assembly, its dignity, its authority; hence to defy a chairman is to take the high road to anarchy. For, as has already been said, any member feeling himself or his cause injured by any ruling of the chairman may appeal to the assembly, and there obtain a majority voice either for or against himself and with that he must be satisfied.

Self-Abrogation of Rights

It may be claimed that it is the right of a free-born American citizen to be a knocker or an agitator, yet by associating himself with a body of people, all agreeing to be governed by certain rules and regulations, known as "Constitution and By-Laws," with some specified book, as "Roberts' Rules of Order," as the authority on parliamentary procedure, any free-born American citizen thereby voluntarily surrenders some of his rights to free, unlimited expression of his private opinion in public places, and must be bound by the rule of the majority.

Rights and Duties of the Chairman

The chairman or president should preside at all meetings, enforce order and decide all questions of procedure. The chairman should state all motions, whether spoken or written, stand when speaking, and in referring to himself should say, "The Chair," and never refer to himself as "I." The chairman should be courteous, firm, good-natured, impartial, calm and dispassionate, never allow himself to feel annoyed or impatient, not to show personal feeling or resentment when his rulings are questioned or appeals taken from his decisions.

When a motion is improperly made, the chair should suggest the right manner of making it. The chair cannot take part in the debate, except by vacating the chair and calling upon the vice-president to preside; or, in the absence or non-existence of a vice-president, the chairman must appoint some one to take the chair during the time that the chairman wishes to speak from the floor.

Silence Is Golden

Above all things, the chairman should not talk too much. By allowing himself to be drawn into lengthy explanations, or to be badgered into a personal defense, the chairman weakens his powers as a presiding officer, as an impartial officer supposed to favor neither side in his rulings. The moment a chairman becomes partisan in his rulings, or discloses a bias in his argument, he loses in influence and in authority.

Lieutenants on the Floor

Far better is it for a chairman to have capable lieutenants scattered about through the assembly who, at the psychological moment, will rise with "Questions of Information," or "Points of Order," and so bring out the proper replies in the regular parliamentary way, than to have the chairman seemingly to plead with the assembly for justification of his acts. While the presiding officer is only allowed to state matters of fact within his knowledge regarding the question before the house, as chairman he may state what will be the result of proposed legislation. The chair also is to decide points of order, and on appeals from his decision, to state his reasons for said decision.

Members' Rights and Duties

Any member has a right to introduce, by motion or by resolution, a subject for consideration by the assembly, provided he uses a motion or resolution in correct form, and he also has the right to express his views on the subject after it has been seconded and stated by the chair.

The mover of a motion is the first entitled to the floor after the chair has put the motion; the mover is the first member entitled to speak on that particular question.

Motions must be made and seconded, and stated by the chair before they are debated.

No remarks by way of explanation or argument may precede the motion itself. To begin with some such statement as: "I have thought that we should take some action on this matter, and therefore I move," is a violation of all parliamentary rules, and should at once be ruled out of order, and may cost the member the floor.

The mover of a motion is first entitled to the floor. The mover is also entitled to close the debate after every member choosing to speak has spoken.

No member can speak more than once upon a question before the house, until every member desiring the floor has spoken. No member can speak more than twice upon any subject, except by permission of the assembly.

The mover may vote against his own motion, but he cannot speak against his own motion.

The floor must be obtained before any member has the right to speak. Only the member recognized by the chair has the right to speak. Recognition by the chair is the only right a member has to the floor, not the length of time one has been standing. Members should not stand while another is speaking. As soon as the chair recognizes a member, all the other members who have been striving for recognition must take their seats.

The chair must state all motions before they are to be considered as being before the house for debate, for action, for vote, and the chair must rise to put the motion.

Before a motion has been stated by the chair, that motion may be withdrawn by the mover with the consent of the second.

After a motion has been stated by the chair, the motion belongs to the assembly and may not then be withdrawn without consent of the house.

An objection to the withdrawal of a motion will force its consideration by the house. To withdraw a motion or a resolution requires unanimous consent.

Should no objection be voiced as to the withdrawal of a motion or of a resolution, the chair may permit the withdrawal as under unanimous consent.

Debate is not closed by the chairman's rising to put the motion. A member may claim the floor and reopen debate until the negative is put. Until the negative is put, a member may rise and begin discussion of the question, whether he was present or not when the question was put.

Even after the vote is announced, if it be found that a member had risen and addressed the chair before the negative had been put, that member is entitled to be heard, the same as if the vote had never been taken.

In such cases the question is in the same position as though it had not been put, and not been voted upon.

Upon the willing observance of these rules depends the peace and harmony of any meeting or deliberative assembly.

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FORESTS FOR HOMES

Vast Possibilities Here for Our Returning Soldiers and Others

Once on a time, as a mountain man was riding through a California National forest he came upon a cabin and an old prospector. They sat on a rock and talked a while.

Said the prospector: "This cabin which I built has two rooms and a big chimney; it cost some labor and about twenty dollars in cash. I have free fire wood, a spring, grass for my burro, splendid health, a magnificent outlook, worlds of happiness. I prospect around just a little, but I don't expect to find much, and I pay Uncle Sam five dollars a year for ground rent on this bit of land. I am a good tenant, too—have put out a few fires and killed some 'varmints.'"

"How do you get your grub?"

"Well, I'm lucky. Have ten dollars a month from back East. That's enough, with a little shooting and fishing."

"Why can't you have a garden below your spring, forty feet square; beans, potatoes, peas, strawberries?"

"Never gave it a thought, but guess I could manage that."

This transcribes an actual conversation held a few years ago in a forest, and out of it have grown the following suggestions:

Thousands of people who have just a very little to live upon, and who are getting old and feeble, might well consider the possibilities in every one of our National forests for making a very small and and very inexpensive but very comfortable and happy home. By leaving out the nonessentials they might find health, freedom, outdoor life, and no end of other compensation for the giving up of city or village life.

"But," you reply, "we do not know how; we never camped out and roughed it. Perhaps some of the returning soldiers and their families might make a success of all this, but it sort of scares us."

Now let us see what the National forests have already done for homeseekers. Here in California on 17 forests about 0000 people have been permitted and encouraged to enter some 350,000 acres of land as homesteads. They are trying to improve and make a living on these tracts. Further, by means of summer camps and temporary homes, hundreds of persons have found rest, health and happiness.

Now all this, fine and useful as it is, only points the way towards the small, inexpensive, all-the-year forest homes which can be made to do something really great to develop the California mountains.

Returning to the old prospector's way (as he once put it) "keeping out of jail, poorhouse and a town," given a trickle of water, five square rods of land, some trees, access to a trail or road, given a thousand or more such selected spots, given also the careful supervision and advice of some practical forest officers, could not a thousand returned soldiers and their families and other persons of very small income be helped and educated into this broad, free, healthy mountain life? We think they could.

The forests have such odd nooks and bits of home centers for the right sort of people; they have all the machinery to develop such bits if and when the demand comes along. But those who desire such homes must forever put away the notion that any income can be derived from them other than in some cases a small crop of a very small garden. They must be thought of as just cabin-homes. But would not that mean much to people who have never before owned their own homes?

Just now the place for Californians to take hold is to encourage the cabin-dwellers in the forests—and it's pretty good to be a renter from our Uncle Sam.

C. H. SHINN.

KNOWLEDGE AND MORALS

In a thought-inspiring address before the Women's Civic Center of this city Guy V. Whaley, Superintendent of Schools, declared that "The school that simply imparts knowledge fails absolutely. When it just develops skill it fails, and when it only cultivates taste it fails."

Socrates, who was also a philosopher of some standing in the intellectual environment of his age, said that there was only one good—namely, knowledge; and only one evil—namely, ignorance. Francis Bacon, another philosopher, "wisest, brightest, meanest of mankind," said that knowledge is power, quoting the Latin of the Book of Proverbs, "Nam et ipsa scientia potestas est"—a wise man is strong; yea, a man of knowledge increaseth strength. Pessimistic Job wanted to know "Who is this that darkeneth counsel by words without knowledge?" And another ancient cynic, Ecclesiastes so-called, declared with more dogmatism than judgement, "He that increaseth knowledge increaseth sorrow;" which, seemingly, corroborates the inferences of Professor Whaley. According to the legend of Genesis, if the primal pair had not plucked of the tree of knowledge of good and evil, there wouldn't have been so much evil in the world. Poet Davenant in the seventeenth century rimed it thus:

Since knowledge is but sorrow's spy,
It is not safe to know.

And Poet Gray in the seventeenth century dolefully sang, "Where ignorance is bliss 'tis folly to be wise."

The evidence is conflicting and somewhat confusing; but Professor Whaley escapes the dilemma through the apothegm that "You can't legislate character into schools," and that "All things in the school curriculum should tend to influence pupils to be morally better; they must point to clean citizenship."

Morality, therefore, is better than knowledge, but morality can come only through knowledge, and so ends the catechism in a paradox that has puzzled the sages from time immemorial—whether it's betetr to be merry and wise than to be honest and true. —From Editorial in San Diego Union.

CHAFFEY UNION HIGH SCHOOL

The Chaffey Union High School at Ontario, under the direction of the principal, Mr. Merton E. Hill, is doing more in agriculture and Smith-Hughes courses than any other high school in the State. The project is Mr. Hill's hobby and it works.

Mr. Charles J. Booth is head of the agricultural department. At present he has two large orange groves under his charge in which students are carrying on plot experiments, some of which are very successful. The ranchers of Upland and Ontario agree that they get more value out of the Chaffey Union work than they do out of the State horticultural work at Riverside.

Besides the two citrus groves, a new project of twenty acres has just been secured for the study of animal husbandry and dairying. Alfalfa and a small herd are to be run.

The raising of chickens as a co-industry of citri-culture is taught at the school. Two hens will permit enough nitrogen for an orange or lemon tree. The supply of ferlilizer will pay for the up-keep of the two hens. The eggs are all clear profit.

The project as developed at Chaffey Union is that of a student at home or on rented land attempting to raise an agricultural crop at a profit under the supervision of the school department.

A resume of the Smith-Hughes plan is similar to the following program:

Those students who are actually doing project work at home on a commercial basis for themselves can elect courses in the high school as follows:

First Year—Rural English, farm science, farm mathematics, farm mechanics, project farming.

Second Year—Rural English, horticulture, farm mechanics, to include shop work; project farming.

Third Year — English, to include our course in commercial English; farm mathematics, to include intermediate algebra and trigonometry; animal husbandry; chemistry; project farming.

Fourth Year—English, to include our course in American literature; farm mathematics, to include advanced algebra and surveying; soils; citizenship course, including civics, sociology and economics; project farming.

Project farming is intended primarily for the young people who are engaged in farm work. It is necessary, therefore, that each of the students enrolled in the course should have a piece of land where he can carry on the raising of crops. The choice of what crops shall be raised is left to the student himself; if he desires to use a combination such as corn and pigs, or alfalfa and dairy cows, or any other combination which appeals to his judgment, he is absolutely free to do so. The work which he is carrying on, however, is an integral part of his school work and he gets credit for it on the records of the school. In fact, he cannot get credit for any of his work until he has completed a certain amount of time in this work of actual farming. During the year just closed many different types of agricultural enterprise were carried through

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by Chaffey students. Several have raised potatoes; others have had charge of citrus groves; still others have engaged in sweet-potato and tomato growing; another student has had charge of a nursery business which will soon occupy all of his time and attention.

In addition to emphasis laid upon agriculture, we have the music department under the direction of Mr. S. Earle Blakeslee, giving many and varied courses in singing, composition and instruction on piano, violin and any band instrument desired. The rudiments of music are to be taught in the grammar schools, according to the present plan, in order that the simple groundwork will not be taken up in high school. A very large number of the student body is interested in music.

The Chaffey Union Library, with its $80,000 endowment and present list of some 13,000 volumes, is surpassed by no high school in the State. Mr. Wilbur A. Fiske, the librarian, has accumulated a very fine collection of books for both high school and junior college reference work.

On the whole, Mr. Hill has built up a school that fits in with the particular needs of the community, and Upland and Ontario appreciate the work.

A NEW SPANISH BOOK FOR RAPID ORAL PRACTICE

Spanish Verbs is the title of a very brief but remarkably clear and comprehensive exposition of Spanish verb forms and ordinary sentence building, by Margaret Caroline Dowling, head of the Modern Language Department of the Mission High School.

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BOOKS IN BRIEF

By Dorothy Hoskins

The Long Years Ago Stories. By Alice Ross Culver. ..Henry Altemus Company. Price 50 cents.

An attractive book for little folks, in which the adventures of Mr. Owl, The Beaver Boy, Miss Fix-It Fairy, King Lion, and other interesting animals and fairy-persons are vividly and pleasantly related. One is gratefully aware of a refreshing absence of the "children, you must learn to love all the pretty animals" atmosphere that so often permeates a children's animal book. The stories stand on their own merits.

Jackanapes and Other Stories. By Juliana Horatia Ewing. Edited by Sara Cone Bryant. Ginn & Co.

The charm of the old, simple, kindly child-stories; now largely replaced by fairy-tales on the one hand, or rather sophisticated "young people's stories" on the other, is found to the full in Mrs. Ewing's immortal "Jackanapes." Unburdened by any "moral" the brief little classic takes its place beside "Cranford" in its simplicity, its sympathy, and its old-world dignity.

The Story of the Forest. By J. Gordon Dorrance. The American Book Company.

In these reconstruction days, when reclamation projects that would give the returning soldier a real man-wise job in the forests, deserts, swamps and arid lands of his country are advocated on every hand, this little manual of forestry is of particular significance. Treating "The Forests of America," "The Tree and How it Lives," "The Tree and How it Dies," "By-Products of the Forest," with a simplicity which will appeal to the schoolboy or girl, this little book is of interest and of value to the adult.

First Course in Algebra. By Walter Burton Ford and Charles Ammerman. The MacMillan Co. Price $1.20.

A text that follows an unusually logical and consecutive development of algebra, and that is excellently adapted to the use of the many students who will go into technical pursuits as soon as they are out of high school. A number of very helpful tables, especially one of powers and roots, is a unique and valuable feature. As Volume I of a two-volume treatment of high school algebra, this book is able to give an unusual amount of time to the introductory chapters and to the always difficult transition, for the beginner, from arithmetic to algebra.

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One hundred courses are offered in Oakland's evening schools?

Six thousand persons were enrolled in these courses last semester?

Forty-one schools in Oakland have parent-teacher associations?

Ten playgrounds in Oakland are open to the public twelve months in the year?

Nine hundred permits are issued annually to adults for use of these grounds?

Three demonstration cottages have been built in Oakland?

Eight new high and eight elementary schools are needed to carry forward the work of the Oakland public schools?

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AN OPEN LETTER FROM THE DEAN OF BOOK REVIEWS

Monday, May 5th, 1919.

Dear Mrs. Mighels:

"Literary California" is a great book, and the remarkable thing about it is that, though you quote from many California writers of genius, the best things in the book are from your own pen. Your introduction is a noble piece of work, and the many bits of unwritten history which you have scattered through the volume give it a quality which should appeal to those who lived in pioneer days in California and to their children's children. Really it seems to me you have been so possessed by the spirit of this book that you have never given a thought to the literary form in which you cast your many articles. And the result is that they have the force, the beauty and the impressiveness of anything which comes straight from the heart. I wish I could have been at my old desk to write a review of your book when it appeared. My hand must have lost its cunning if I could not have made hundreds of people want to read your book.

I must thank you for your generous notices of my literary work. I wish I could really believe that all you say is true.

For two years I have kept up correspondence with no one to tell me the news of San Francisco, so that I knew nothing of the death of Mr. White or Mr. Eldredge. Mr. White looked frail, but the news of his death came as a shock to me. He had endeared himself to me by association in the society, and he was certainly one of the most lovable men I ever met. Mr. Eldredge seemed sturdy, and he certainly should have had many more years of life.

I have been planning a book of suggestions in regard to correct living, in which I will give my scheme of diet, exercise and mental and physical recreation which has enabled me to work at night for thirty-five years without the loss of a single day from illness. How does this strike you for a book, and do you think it would appeal to the great reading public?

With best wishes, Sincerely yours,

GEORGE HAMLIN FITCH.

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SCHOOL GARDENS IN THE EAST

Mary A. Van Dyke

Oxford School, Berkeley
November, 1918.

Since the Berkeley Grade Teachers' Organization has asked me to report on something of interest found last year in the East, it occurs to me that a few observations on eastern school gardens, as I saw them, may be of interest to the public here in the West. I believe that here we are not giving the attention to this subject that we should. It may be printed in the course of study, but if there is no one in authority to see that this subject is carried out, where is the value?

In Ithaca, N. Y., the garden work was in charge of the boys' physical director, who planned with the advice of some Cornell University agricultural specialists. He located one union garden block in the poorer part of town, and children from several schools came to it for instruction. Another garden, located in a better neighborhood, had been ruined by a spring freshet. When I saw them, both were covered under three feet of snow, but the instructor assured me that, though in the experimental stage, they had been instrumental in starting a large number of home gardens.

It was mid-winter the short month I was in Boston, hence I saw nothing of the public school gardens. I heard much about the work among private schools for girls, like Wellesley, where they were enthusiastically planning to plant staple crops, such as beans and potatoes, on several acres, and thus materially increase the food supply. Space does not permit me to record some of the amusing plans of girls in the more wealthy schools, but on the whole they had done good work and were willing to learn, and make the effort again.

In New York City, the Bronx school was suggested as one where gardening could be seen at its best. Arriving there I found a tanned and muscular man with thirty children, changing a lot that had been a dumping ground, into a school garden. This man had formerly been a gardener in the Bronx park, but was now employed as teacher of gardening. He had a green-house full of flowers, and hot-beds outside full of vegetable plants ready for transplanting. However, the best work that he had accomplished was not at the school, as I have come to believe, but in the backyards at home, as I saw them from the elevated train for blocks and blocks before I reached the school. It was an Italian section, and that garden teacher was helping to make the sort of citizen our country needs.

In another section, near the De Witt Clinton High School, was a grammar school where the gardening was in charge of a woman teacher. It was not a fit day for outside work, so she gave a talk in the room on how to spade properly, and the physical benefits to be derived therefrom. Here was an excellent example of correlation between physical culture and gardening.

The boys of the high school did their gardening by hiring out to the farmers who needed them durng vacation. The charity organizations of New York City have done good work among the very poor by taking them into the suburbs where sunshine and fresh air, as well as larger lots to cultivate, could be obtained.

In Philadelphia and Germantown I saw excellent gardens. The one at Pastorias school, Germantown, was a model of order and neatness. It was directed by a trained woman who was employed only for the months when gardening required attention. A few miles of of Philadelphia is the Ambler horticultural school for women. For ten years this has been a school of excellent standing, where women could take up such things as floriculture, bee-culture or poultry raising. Since the war they have made a specialty of short courses to train leaders of agricultural units for the Woman's Land Army, or for school garden teachers. I went out on visitors' day with the treasurer of the Woman's Land Army, who was herself taking a course. Everywhere wholesome, patriotic women, sensibly dressed, were going about their farm duties. I was especially interested in the domestic science laboratory where the teacher showed me the process whereby surplus potatoes can be changed into flour. We were to have had a talk from a noted domestic science woman on what women can do by way of food conservation, but instead, a nice fat man, who confessed he had nothing to say, made a rambling talk, and plead almost with tears in his eyes, that the women and children help the men with gardens. Of course, after such a pathetic appeal, the young ladies went cheerfully to a nearby school and started several hundred children with individual gardens of lettuce, radishes and other vegetables, every row of which was carefully sprinkled with artificial fertilizer, while the principal of the school stood by looking on. One young woman expressed a sentiment which I repeat because it seemed so apropos: "O man, with the lily-white hands and the sallow cheek, why don't you take the shovel and the hoe and wrest from Mother Earth some red corpuscles and iron for your blood?"

We learn by experience, even by mistakes, and during these war days we have tried to do our bit in the way conditions have seemed to demand. Circumstances change rapidly so that what we do in the last days of the old year we may not do in the new year, but this fact will remain that physical health and intellectual poise and balance will always require a due proportion of exercise in the open air. The form it may take in the present crisis may not be needful two years hence, but the wise and just will always have respect for the tillers of the soil and an interest in the fruits of the earth brought forth by the intelligent hand of man.

ffMy experience at Ambler prepared me for what a representative of the Woman's Council of National Defense told me in Washington, D. C. She said that Congressmen had advised the Woman's Land Army to go slowly, for Congress is considering laws whereby all unemployed men of the large cities will be put first on the land. Only the other day I read an interesting article showing how at Camp Dix the men who were unfit for military life were made fit by a few months' work on the camp farm, growing vegetables for the men in camp. Such a war garden serves more than one valuable cause. So every home garden, under a competent and inspiring teacher, can serve many needs and purposes, and be an all-round factor in education.

CALIFORNIA FOREST HOMES

What They Offer to Those Who Love the "Simple Life"

Back in 1870, the San Francisco Bulletin published a synopsis of a study of Californian resources, drawn from such writers as the late John Hittell, who was a regular gormandizer of facts and a born statistician. Well, the conclusions were that this imperial State, which has always aroused the love and admiration of thoughtful men, ever since the old explorers, botanists and first Spanish pioneers knew it, would, and some day will, easily support a population of more than fifty million people!

The statement is better understood in these days of large and yet wholly practicable projects for reclamation and irrigation. Moreover, it applies with especial force to our foothill and higher mountain regions, all of which need an intensive water and soil survey from a new point of view.

Heretofore the natural question asked about a bit of California gulch or hillside has been, "Can a fellow make a living there?" Immediately the whole matter centers on soil, water, crops, markets, etc.; but within the past five years, as people have been taking up bits of land in the National Forests, a very suggestive thing has been observed by those who are most closely connected with this work—the home idea has grown; the idea of making one's entire living from the soil has often dropped clear out of sight. Many persons now recognize the fact that the main things you get from such regions as the great California Sierras are health, happiness, freedom, inspiration, and, in brief, the chance to be yourself.

The surveyed areas open for entry are now gone, but it is a fact that many of them will never become "real and profit-producing mountain farms"; they will be homes, and more will be spent on them than any amount of skill and energy can take out again. Nor is this a mournful statement—ti is full of hope, for it points the way to the next development which is likely to come right along as California grows.

Let us look at "the drift of events": There will be more small, fixed incomes from bonds, war stamps, etc., and much more of the "saving habit." Result, thousands of Americans who have something to live on when old. There will also be much more done in the way of providing pensions for worn-out employees. There will be our returned soldiers and many from other nations.

A "home in the mountains" does not mean much outlay if one knows how, or is shown how in the right way. It has been summed up in this way: "A cabin, a small garden, a little water from a spring, a chimney with lots of firewood, broad outlooks, plenty to read, kind neighbors and friends." The "simple life," you say. Yes, precisely that, and one which appeals with great force to many people.

Now, since no one can longer find large acreage to enter in the National Forests, home-loving, mountain-loving people of small but secure means will, we think, turn

to the leasing system now in force on the National Forests, and will find that it exactly "fills the bill." Wise leadership and very practical estimates of what such home making will cost are the first requirements. But if demands increase for this kind of location, you may be sure that the Forest officers can and will be fully competent to meet them. CHARLES H. SHINN.

THE TEACHER TODAY

By R. E. Pollich

It is an evident fact that today more than ever before the teacher has the center of the public stage. The teacher is being recognized as a most important member of society—one whose work is absolutely essential to the general welfare. She is being so looked upon not only by members of the profession, but by men and women of every walk of life—the real components of human society.

Of course, we teachers have always been aware of the fact that we are the most important members of this social scheme of ours. For many reasons we have been sure of it; our normal school professors impressed us with our importance daily from the minute we entered their institution until the time of our graduation; our educational journal editors have never permitted an issue of their magazine to leave the press without at least one-third of the space being devoted to the subject; speakers at teachers' meetings and institutes have never failed to deliver the good news from the rostrum; and then we teachers have been so impressed with the great truth that we have never let an occasion slip by without telling ourselves and our co-workers of the great importance of teachers. Until recently our great trouble has been that we have failed to let the public in on our secret.

All these years during which we have been keeping each other informed as to our importance, the public has gone about its business of doing and undoing the things of this world—things that, when brought to our attention, we take to the schoolroom and tell or teach to our pupils, hardly being conscious of our presence until tax bills are received or bonds are voted or holidays declared, thereby wishing Jimmie back on the hands of mother for a few extra hours.

To be sure, it would not be fair to say that the public has altogether failed to comprehend our importance. All intelligent citizens have appreciated the teacher as such. Some place in their mental machinery they have reserved a space, a sort of a storeroom, to contain their knowledge of teachers, easily accessible for the purpose of conversation or oratory, filled with thoughts something like this, "Teachers are a nice crowd of self-sacrificing people with a very important and necessary work to be performed. Really it would be quite difficult to get along without them, don't you know, and all that and all that—but—." Well, when the average citizen tries to muster from this little teachers' storeroom of his a thought connecting teachers and the things that he considers practical, worldly things, there ain't no such thought to muster; he just can't do it.

Recently the teacher's position has changed somewhat. The change is due almost wholly to two of the old causes that call for consideration of the teacher on the part of Mr. Public—i. e., holidays and taxes. As a result the aforementioned Mr. Public is being forced to admit that the teachers, not only as a person very desirable and necessary, but fitted only for the schoolroom, but as a person fully capable of playing as great a part in the so-called every-day practical problems of the world as that played by any other professional or business man.

During the enforced vacation caused by the influenza epidemic people began to realize what it meant to be without teachers. Honestly, Jack and Mary and the other youngsters on the block had never been so troublesome. As the schools continued to remain closed, the problem of caring for the children continued to grow until the good mothers and fathers began to understand that the teachers really were a great necessity. It was now becoming evident that the problem of education itself was perhaps as important as was the question of discipline.

During this period the teachers began to mix around a bit. They were selling Liberty Bonds, working on draft boards, assisting the Y. M. C. A., etc. As surprising as it seemed, they acted just like other humans after all. The newspapers (newspapers, not teachers' journals) began telling about the work being done by the teachers, about difficulties the children were getting into during the vacation, about the real importance of the teacher and her work. In a few words, the general public was getting a little of the information that we had known for so many years, but had not allowed them in on.

A little later we teachers glanced about a bit and noticed that the cost of living had taken a few long steps in the general direction of the moon. On taking a second and third glance old H. C. of L. was barely in sight, and in looking in other directions we noticed that our salaries were the same as during the time of Plato, or thereabouts. After doing all this noticing we got a hunch that it might be a good idea to ask for a raise. Well, if we couldn't get a regular 1919 salary we ought to get a raise anyway.

There it is—a raise in salary. That's the thing that made the good old public take particular notice of us.

The newspapers, with the assistance of the teachers, began to really tell the public about teachers and their work. A campaign was launched—not a campaign asking for more money, but merely telling, by various means, some of the things that we had been telling each other for so many long years. We felt that a straight request for increased salaries was unnecessary—the public would be fair when they realized the facts.

As a result the public is realizing more and more the importance of the teacher. The public sees that the teachers are really builders and as such they rank at the very top along with the best of them. The public is beginning to understand that the teacher has a very definite and important work to perform and that that important work is not to be isolated in some far corner of the public's mind, but that it plays a most telling part in every phase of human life and endeavor.

Now, after attaining the immediate results desired, shall we drift back into the old rut by again keeping our business wholly to ourselves and at the same time permit the public to swing once more into the old sphere from which we have rescued them as regards their opinion of teachers and teaching by permitting them to know nothing of us save that "teachers are a nice crowd of self-sacrificing people and so on and soforth"?

No, never. Now that we are beginning to take our rightful place in the eyes of the public, we must retain it—not by cheering ourselves until people get sick and tired of us, but by taking an active interest in people and things outside the profession. By so doing we will find that those people outside the profession will take an active interest in us and our work.

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WESTERN SCHOOL NOTES

The High School Association at the Berkeley meeting elected F. H. Boren, the new principal of the University High School as president, and W. A. Pratt, the efficient principal of the Coronado High School, as one of the vice-presidents.

Three thousand offenders in Los Angeles jails have enrolled as students in special schools since 1919, under direction of Clifford McKnight.

Supt. Henry C. Johnson of Ogden has been elected superintendent of the city of San Diego at a salary of $4500. Mr. Johnson's work has been highly praised at Ogden. Over $700,000 has been expended on new buildings, junior high school and many other innovations have been started in Ogden during his term of office.

Miss Constance Clemens of Ferndale has been elected principal of the Garterville school.

W. Wells Patchner of Alameda has been elected principal of Danville High School.

San Mateo County Board of Supervisors have gone on record in favor of a 45-cent tax rate, which will raise sufficient money to provide a raise of two hundred and forty dollars per year. A mass meeting of teachers was held in the rooms of the Board of Supervisors, and speeches were made by Anna T. Haley, A. E. Monteith, G. W. Hall, W. J. Savage, Roy Cloud, Geo. C. Ross, Harr Wagner, and many others. The teachers of San Mateo lead in creating a wholesome public sentiment in favor of higher salaries. Every county in the State should follow San Mateo's lead.

J. J. Donovan, the Oakland architect, has just completed the manuscript of a comprehensive book on School Architecture. It is reported that it will be published by Macmillan Company.

Ginn & Company, Gregg Publishing Co., Milton Bradley Co., Silver Burdett & Co., Macmillan Co., D. C. Heath & Co., American Book Co., P. Blakiston's Son & Co., and Harr Wagner Publishing Co., have fine exhibits of textbooks in Wheeler Hall, University of California, during the summer session.

Henry Clay Hall, at one time candidate for Superintendent of Public Instruction, now principal of the Corte Madera schools, Marin county, made a successful plea before the Board of Supervisors of the county for more money for the schools.

Miss Margaret Burke, principal of the Hawthorne School, San Francisco, was married on Saturday, July 5th, to Senator Campbell of San Luis Obispo. Miss Burke was one of the leaders for the teachers' retirement salary act, and Mr. Campbell was Senator at the time. Archie Campbell is a distinguished attorney of California and has a State-wide reputation for honesty and ability.

The excellent article on the Helpfulness of Parent-Teacher Associations in the June issue of this Journal was by the Hon. Will C. Wood, Superintendent of Public Instruction. The name was omitted unintentionally.

Mrs. Mary Bell, author of the Bell Shorthand, gave a demonstration at the Berkeley Business College, corner Shattuck and Center streets, Berkeley, July 10th, and at the Y. M. C. A., San Francisco, July 11th. A class of three months' students wrote new matter at over a hundred words per minute. On Friday evening, at the Y. M. C. A., they wrote 125 words per minute. Mr. L. J. Arland, a graduate of the Bell System of Shorthand, wrote 240 words per minute, new matter from magazines. Thursday evening, at the Berkeley Business College, there were a number of shorthand teachers present, many of whom said they were now fully convinced that Bell had the finest system of shorthand in the world, and the work with this system can be done with no other system in the same length of time. All of the members of the class who wrote at the demonstration were placed on positions last week, or the next week after the demonstration, at not less than $75 to start. Many Bell students go on $100 a month positions at the end of three months. One three months' graduate is drawing a salary of $175 per month, another getting $200. These graduates have been writing shorthand only a few months.

The Carrie Louise Watson School, which includes the work from the first grade through the high school course, is teaching Bell exclusively in their high school; the Berkeley Business College, in Berkeley, and also the Y. M. C. A., San Francisco, are teaching Bell Shorthand.

Phillip Melancthon Fisher provided a program with a motive for the High School Teachers' Association at Berkeley this year. It was a great meeting. There was pep, purpose and perspective in every phase of the program. Prof. Fisher had two sons in the war, has built up the greatest technical high school in the West, and after years of honest endeavor has achieved recognition that is worth while. His great service as a school master and citizen will live in the hearts of the boys and girls who have come under his magnetic influence.

Supt. Geo. Schultzberg of Monterey County was highly complimented in the last issue of the Blue Bulletin on account of his work in the consolidation of schools. He recently visited Merced County and was one of the principal speakers at Supt. Gribis' School Trustees' Convention held in Merced recently.

The superintendents and others are greatly interested in the convention of city and county superintendents to be held in Yosemite Valley, beginning August 18th, 1919.

Arthur Henry Chamberlain, editor of the Sierra Educational News, and secretary of the C. T. A., has returned from a trip in the interests of the Y. M. C. A. in France.

THE COLUMBIA THEATRE

The Columbia Theatre at the present time is giving a series of high-class dramatic productions under the direction of Henry Miller. Moliere is a rare treat. It is a wonderful play. It is the kind of play that has special appeal to readers of this Journal. Henry Miller is America's greatest interpreter of the modern drama. Gottlob Marx & Company always maintained the highest standards for the Columbia Theatre, and are deserving of the greatest appreciation. They have made it possible to have a season like that of Henry Miller. It requires more than a building, more than play actors, more than advertising, more than the play; it requires a composite of these things to make a rare dramatic evening. Columbia Theatre is this composite.

San Francisco without the Golden Gate, St. Francis, the Palace, and the Columbia Theatre, would be lacking in its most delightful institutions. And the Columbia Theatre, under the management of Gottlob & Marx, is not the least enjoyable of these institutions.

History from a New View-Point

OUR UNITED STATES

By WILLIAM B. GUITTEAU
Superintendent of Schools, Toledo, Ohio

Written in the light of recent events which have created a new atmosphere for the study of our national life. The breaking down of old prejudices and international animosities has enabled the author to restate a great many problems in our history from a new view-point. It begins by showing how the Old World forms the background of our early American history, and from that point until the concluding chapters on the World War, the reaction of Europe on America is never lost sight of.

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INSTITUTE WORKERS

There is a demand today on the part of the teacher for practical, inspirational talks. Teachers welcome the message of men and women who talk of their own immediate work. What is needed, however, is the heart-to-heart talk of the men who have studied not their own, but the rural and city school teachers' problem. There is a place for the professional institute teacher also; the man with a vision, and the art of getting across with his wit, wisdom and philosophy. The superintendents and others will find actual workers in Mark Keppel, Roy Cloud, W. J. Cagney, George Schultzberg, and H. B. Wilson of Berkeley. There are inspirational lecturers like W. G. Hartranft and Stanley B. Wilson of the State Board of Education, and specialists like H. W. Fairbanks on Method Problem in Geography, D. R. Augsburg on New Methods in Drawing, and Caroline Swope of Riverside on Primary Reading. The above are a few of the people that we have heard, and know that they have a message worthwhile.

Supt. H. M. Rebok is to be congratulated on the forward looking movements for civic betterment in connection with the educational work in Santa Monica. On May 20 the city voted $75,000 for new school buildings and $30,000 for an open-air memorial theatre on the high school grounds. This is in appreciation of the soldiers, sailors and marines. The plan of the open-air theatre is very attractive.

SCHOOL CHANGES

Edward Hauck of Oakdale has been elected principal of Siskiyou County High School; S. J. Brainerd of Exeter principal of Exeter High School to the principalship of the Tulare High School; Walter M. Smith of Woodlake succeeds him at Exeter; N. T. J. Baughan, for thirty-six years in Siskiyou County, sixteen years at Dunsmuir, has resigned.

Only three votes were cast against the measure authorizing bonds of $15,000 for the Calla school district improvements, according to the Manteca Bulletin.

New school building to cost $35,000 is planned by trustees of Dunsmuir, according to Vacaville Reporter.

The Grand Jury of Orange county have submitted a report asking that a new building for the Serra School district be undertaken at once.

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Paul Henderson of the Lincoln School, Red Bluff, has resigned to go into the stationery business at Redding, Cal.

Dr. R. B. Crandall of Holtville, Imperial County, has resigned to accept the city superintendency of San Bernardino. Dr. Crandall is a brilliant school man, and his friends are pleased with his promotion.

G. W. Spring has been elected as principal of the Sutter Union High School.

The St. Helena High School and grammar school trustees will elect a supervising principal and have the schools under one management.

Miss Margaret Sheehy, ex-superintendent of Merced County, has been elected to a good position in Merced City.

W. M. Mackay, principal of the Fairfield Union High School, has resigned, and will take a year's rest. Mr. Mackay has made a fine record as principal and schoolmaster, and is popular in the State. R. W. Everett of Gilroy has been elected his successor.

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Bids Wanted

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Public Schools

News Notes of Bids Desired for New School Buildings; for Furniture for New and Old Schools; for Equipment; and School Supplies Generally.

(Free publication will be promptly made in this column of all bids furnished by country school superintendents and others interested; and special attention of all advertisers will be directed to the items. Letters regarding this column should be addressed to Chauncey M'Govern, Associate Managing Editor, Hearst-Examiner Bldg., San Francisco; telephone: Kearny 4021.

"Sec. 1608. Boards of school trustees, and city boards of education, shall have the power, and it shall be their duty:

"PURCHASE FURNITURE, BOOKS, ETC.

"2d—Except as otherwise provided in this code, to PURCHASE SCHOOL FURNITURE, including MUSICAL INSTRUMENTS, and APPARATUS, and such OTHER ARTICLES as may be necessary for the use of the schools. . . ."—School Law of California, 1917, page 87.

"CERTAIN SUPPLIES MUST BE FURNISHED.

"(a) The following supplies SHALL be furnished by the DISTRICT CLERK . . . on written requisition of the teacher, viz.: Clocks, brooms, dusting cloths, wash basins, water buckets, drinking cups, dustpans, matches, ink, ink bottles, pens, penholders, pencils, crayon chalk, writing and drawing paper, handbells, coal buckets, wood boxes, shovels, pokers, soap, towels, thermometers, doormats, paint, window panes, window shades or shutters, disinfectants, garbage cans, and outside locks for outhouses."—School Law of California, 1917, page 329.

The Lancaster School District (Los Angeles) have issued bonds to the amount of $788,000, to be used for alterations, additions, etc., to school building.

At Elko, Nevada, provisions are being made for a townsite for the Indians, Lorenz D. Creel, special representative of Indian Affairs at Washington, and Col. L. A. Dorrington of Reno in charge. The plans incorporate a model village, with a high school and grammar school.

Prescott, Ariz., will vote this month on a bond issue of $5000 for school improvements in Yavapai School District No. 23.

Contracts are about to be awarded for the construction of two new school houses, one at Anderson Pass and one at Doney Park, says the Flagstaff, Ariz., Sun.

Glendale, Cal., is considering the erection of a new building for the Broadway Grammar school.

An issue of bonds for $6000 for school improvements will be voted on this month at Casa Grande, Ariz.

Chandler, Ariz., recently voted bonds for a new high school and grammar school.

The school district at Atascadero, Cal., has voted the issuance of bonds in the amount of $16,000.

Bids are called for by the Eureka, Cal., school district for the construction of a gymnasium at the high school grounds. Geo. B. Albee, superintendent of schools.

Domestic science and manual training rooms will be constructed for the Farragut school at Capital and Faxon avenues, according to the Journal of Commerce of San Francisco.

The Martinez, Cal., High School District will vote next month on $125,000 bonds.

Corning, Cal., will vote soon on a bond issue of $20,000 for a new elementary school building.

Parlier, Cal., is to have a new High School.

Salinas Union High School District will vote on an issue of bonds for $250,000 for new high school buildings, furniture and apparatus. A. C. Hughes is president of the Board of Trustees.

New grammar school buildings will be erected at Upland, Cal., if the vote for bond issue of $25,000 carries this month.

Miami (Ariz.) School District has issued $100,000 school bonds.

Plans are being received by the Trustees of Orestimba Union High School, at Newman, Cal., for high school gymnasium building. Seth Wade, clerk.

Modesto, Cal., is considering a bond issue of $400,000 for new schools.

Almost unanimously the city of Fresno voted the bond issue of $2,000,000 for a new high school on the Sweet tract and the improvement of the intermediate and elementary schools.

According to the Brentwood News the Liberty Union High School District will vote on bonds to the amount of $60,000 for the erection of a new building, with furniture and apparatus. E. Wallace, A. G. Diffin, J. Geddes and A. van Kaathoven are the trustees.

A resolution requesting an allotment of $1,500,000 from the appropriation by the Philippine Legislature for the extension of public education, for the erection of eight new buildings in Manila, was introduced at the city council by Member Isabelo de los Reyes, says the Manila Bulletin.

New school buildings costing $275,000 will be voted on at South Pasadena this month, says the Star News.

Anaheim, Cal., has voted an issue of $116,000 bonds to be used for new school buildings.

A new grammar school building costing $40,000 is about to be erected at Yreka, Siskiyou County, Cal.

Sixty thousand dollar school bond issue for Hermosa Beach Grammar School on Pier avenue carried at a recent election.

Hollister, Cal., will call a bond election to secure $140,000 for new grammar school building, according to the Advance.

Antioch School District will raise $94,000 for new school buildings, furniture and apparatus. H. M. Beede, M. E. Field and P. F. Donlon are the trustees.

Plans are being perfected at Bishop, Cal., for a new high school, consisting of four buildings, including gymnasium, vocational training and dormitory.

The Coalinga Union High School District will vote this month on $35,000 bonds for the purpose of completing the high school building and supplying the necessary furniture and apparatus. A. T. Horst, W. D. Creager, B. A. Wells and H. G. Richmond are trustees.

Dunsmuir, Cal., will have a new high school building, the bonds having been voted recently. A new $34,0000 grammar school is also contemplated.

The Grangeville School District, Hanford, Kings County, wil erect a new elementary school at a cost of $40,000. Ernest J. Kump, of Fresno, has the plans.

Pomona, Cal., is to have a bond issue election for $500,000 to include new school buildings.

A modern gymnasium, to cost $10,000, will be erected for Los Banos, Cal., High School.

Moorpark and Fairview Districts, Cal., are uniting to erert a new high school.

The Madera Union High School trustees plan a $50,000 list of improvements, with $10,000 for a separate building to be used as a gymnasium.

The college at Pomona has received a donation of $100,000 for a new chemistry building.

A new gymnasium building to cost $12,000 is to be added to the Lompoc High School.

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The Superintendents' Division of the National Education Association designated the following forms which we now carry in stock:

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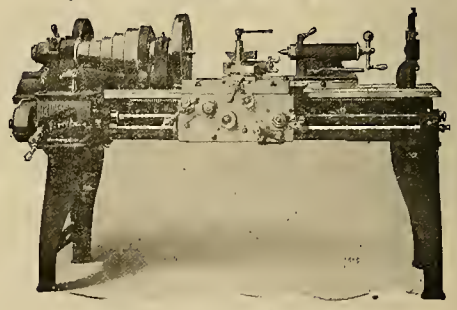

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Plans being prepared for $15,000 grade school at Olive, Orange County, by Architects E. R. Jeffery and F. R. Schaefer, Los Angeles.

Architect J. M. Saffell, Bakersfield, has been awarded contract to prepare plans for a $60,000 school building, including auditorium, with latest seating arrangements, at Wasso, Cal.

Architects Glass & Butner, of Fresno and San Francisco, are preparing confidential plans for school buildings of a special nature for boards in various parts of the State. This firm makes a specialty of planning school buildings for interior cities and towns.

Bids for immediate construction and equipment of San Francisco schools, amounting to some $1,059,000, are being asked by President Geo. E. Gallagher, of the San Francisco Board of Education. All the equipment will be of only the most modern type.

Bids are wanted for $8,000 school building at Orland, Cal.

A Liberty High School building, and equipment, for Brentwood, Cal., was authorized by overwhelming vote on March 3. Plans are wanted immediately for building and equipment. Address: "Clerk of Board of Trustees, High School, Brentwood."

A mechanical arts building to cost $10,000 has been authorized for the State Normal School at Chico, Cal.

A special appropriation of $25,000 has been voted for the grammar school, with auditorium, at Brawley, Cal.

A moving-picture machine and a lantern are to be bought at once for the Reedley, Cal., High School "district." Also appropriate slides and films. The equipment will be placed on one of the school auto trailers to be moved from school to school in the district. "Secretary of Reedley High School District Trustees" has details.

Contract has been let for a $20,000 High School building at Hilmar, five miles south of Turlock. Full equipment bids are now wanted by the "Secretary of the High School Trustees," at Hilmar.

Louis Halversen, Eureka, Cal., has been awarded contract for $27,500 unit of Winship school building. Local board of education in market for full equipment.

Merced Union High School trustees have accepted plans of Allison & Allison, Los Angeles architects, for $125,000 building. Full equipment wanted by local board of trustees.

Blackboards, chairs, desks, etc., are wanted by San Mateo city school board. City Superintendent Hall has the details.

Manual training equipment, domestic science and art supplies, janitor and other supplies are wanted by the Ontario, Cal., Board of Elementary School Trustees, of which E. A. Magill is clerk.

A manual training and domestic science building for the San Jose State Normal School are being planned. Will include new equipment of all kinds in these branches.

Firms handling building supplies should get in touch with Architect Ernest J. Kump, of Fresno, who has been awarded contracts for a $40,000 high school building at Tranquility, and for several minor school buildings in towns near Fresno.

A $15,000 school building for Olive, near Anaheim, has just been appropriated. School trustees at Olive, Cal., have the details.

A $40,000 gymnasium has been voted for the Madera High School.

A new dormitory building, to cost $10,000, is to be erected for the George Junior Republic School, five miles from Pomona. Managing Director C. M. Davis has the plans.

Contract for a $100,000 school building at East Seventh and Wilson streets, Los Angeles, will be awarded soon. Allison and Allison are the architects.

A gymnasium will be added to the Madera High School. Architects Schwartz & Schwartz, of Fresno, have the plans.

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How School Buildings Should Be Heated

BY CHARLES T. PHILLIPS
Consulting Engineer, Pacific Building, San Francisco*

A diversity of opinion has existed for some years with regard to the relative merits of various systems of heating and ventilating of public school buildings. When the architect is called upon to prepare specifications for these services, he is frequently drawn into controversies between manufacturers, contractors and school trustees. This condition often restricts competition, fosters monopoly, and, in many instances, contracts are awarded upon a low bid submitted with a specification, ultimately resulting in an inferior heating system.

An analysis of existing conditions, coupled with a consideration of the requirements of heating, ventilating, humidity, initial cost, durability, safety, operating cost and cleanliness, with data tabulated so as to show that these items were given detailed study, will usually be convincing evidence that the plans and specifications have been properly prepared.

A general description will be given of the various methods used for heating and ventilating of school houses.

Hot Air Furnaces

The conventional hot-air furnace is little more than a specially designed stove surrounded by a casing and usually installed in the basement of the building to be heated. The circulation of the warmed air is accomplished by gravity. This system is the most common method used in heating small buildings, as compared with other systems providing ventilation. Its advantage is its low initial cost; a disadvantage is that it is very difficult to heat any portion of a building while that particular portion is exposed directly to a strong wind. Other serious objections are that the ducts are liable to become unsanitary, owing to the collection of dust, and that cracks and leaks in the furnace permit the absorption of soot and noxious gases by the incoming air, thus impairing, rather than improving, ventilation. Hand regulation is usually depended upon for temperature and humidity control, and this is unsatisfactory; automatic regulation is not apt to prove any more successful.

This system cannot be recommended for any but very small schools where economy in first cost is absolutely essential.

Forced Circulation Hot Air Furnaces

Hot air systems with forced circulation are subject to the same disadvantages as the gravity hot air system with the added initial operating and maintenance cost, except that there is a more positive circulation of the air. The fans usually furnished with this system are inefficient and unsuited for the work to be done. The fire hazard is increased with this system, and it is more difficult to maintain a uniform temperature in the class rooms.

Hot Water Systems

This system is usually economical in the use of fuel because the low temperature of the radiators leads to a greater transfer of heat through convection than through radiation, and this may recommend it over the direct steam systems of heating.

The high first cost, the lack of positive circulation, unless pumps are used, the slowness in heating, and the liability of burst pipes and radiators due to freezing, are its objectionable features. Neither does it incorporate provisions for ventilation, which in school houses is a serious omission.

Direct Steam Systems

The various systems of steam heating are unquestionably superior to hot air or hot water for heating purposes, but, like the hot water, they do not include any provisions for ventilating.

The most common system of piping for direct steam heating is the one-pipe system, in which the pipe carrying the steam to the radiators also returns the condensed water to the boiler. The two-pipe system, which is almost always employed in large and first-class installations, consists of one set of pipes carrying steam to the radiators and a separate set to carry the return water, and, in the vacuum systems, the air also. In ordinary buildings a system of piping more satisfactory than the one-pipe system is a combination of the one-pipe and the two-pipe systems. Here the mains are installed as a two-pipe system and the risers are on the one-pipe system. This eliminates the objectionable feature of the mains carrying the condensation from the radiators.

For buildings of medium and larger size a very satisfactory system of piping is that known as the overhead distribution system, where a vertical steam main is run to the attic and a set of distributing mains there installed, from which vertical risers are extended down through the building, with drip and return pipes in the basement. The radiator connections to the risers are single pipe. The steam and water in this system travel in the same direction.

For heating small buildings there has recently come into use a number of so-called "atmospheric" and "vapor" systems, which are manufactured by various concerns and usually patented. They operate at a low pressure or a partial vacuum, and differ from the usual vacuum system used in large buildings only in the method of producing the vacuum and the amount carried. If these systems are of a flexible design, the degree of vacuum can be increased in mild weather, and during cold weather the system can be operated under pressure, thus obtaining as efficient fuel consumption as with hot water.

Direct-Indirect System

The application of this system necessitates placing the radiators along an outside wall in order to secure the necessary fresh air supply which is its feature. This system calls for careful designing and a thorough knowledge of the principles of heating and ventilating. Its advantages are comparatively low installation cost, a separate source of heat for each room, the necessary air for ventilation, and the fact that it is not so materially affected by winds as the furnace system. Hand control for both the heating and the air is usually used.

Objectionable features, however, are that when no heat is required the ventilation is inadequate and that there is no provision for satisfactorily providing the proper moisture to the air. Although there are a number of humidifying devices on the market for attachment to the radiators, they are not subject to the proper control.

Indirect Steam Heating

In heating with indirect steam radiation cold air is drawn by a fan from the outside, passes through and around the hot radiator, and is delivered by ducts to the rooms to be heated. The principal advantages of this system are that each room has a separate source of heat and ventilation which can be controlled independently of the other rooms; the system is not affected by the winds; no dust or obnoxious gases are carried into the rooms; and all radiation, valves, fans and other apparatus can be located in a convenient position in the basement and repairs and adjustments made without entering the school rooms.

There are many devices on the market in the way of attachments and auxiliaries for making the indirect system automatic. These auxiliaries include air washers, humidifiers and humidity control devices, cooling coils and automatic thermometers and humidostats. Where proper air washers are used, it is possible to recirculate a large percentage of the air and still obtain perfectly satisfactory ventilation, which makes a saving of from 20 to 50 per cent in fuel.

General Considerations

It is necessary at all times to guard the health of children, and especially when they are confined within the school room. The proper temperature and humidity should be maintained, and means should be provided for removing the vitiated air and introducing fresh air without the incoming fresh air striking the occupants of the room.

Fresh air should be supplied at a minimum rate of 2000 cubic feet per hour for each 250 cubic feet of school room space, regardless of other factors. The temperature should be kept at 70 degrees Fahr. and a relative humidity of not less than 40 per cent should be maintained. Devices for the automatic control of temperature and humidity by a number of reliable concerns, and a thermostat for controlling the temperature of the room, are shown in Figure 1. This device is only 4¾ inches in height and 2 inches in width, and is to be mounted on the wall of the room in which the temperature is to be controlled. A humidostat to control the humidity, and similar in appearance and size, is shown in Figure 2. A humidostat for insertion in the air duct is shown in Figure 3. From each of these devices a small air pipe is run to the damper, valve, humidifier or other apparatus to be controlled, the controlling medium being compressed air. Electricity is also used for this purpose, wires being used instead of the pipes. It is possible to regulate both temperature and humidity within two per cent with these automatic devices. Such close regulation is impracticable with hand control.

* Published from "The Building Review," San Francisco.

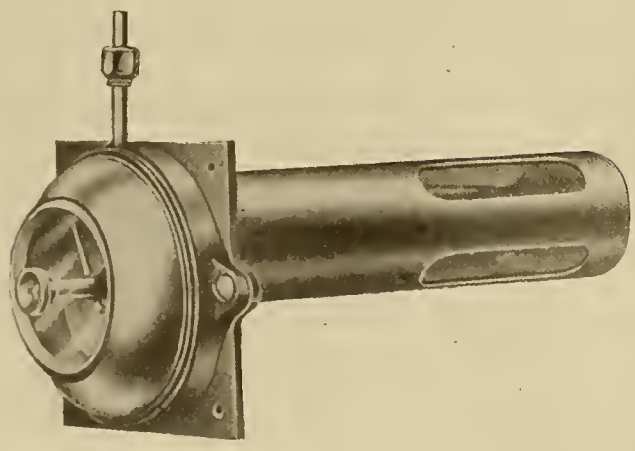

Figure 3

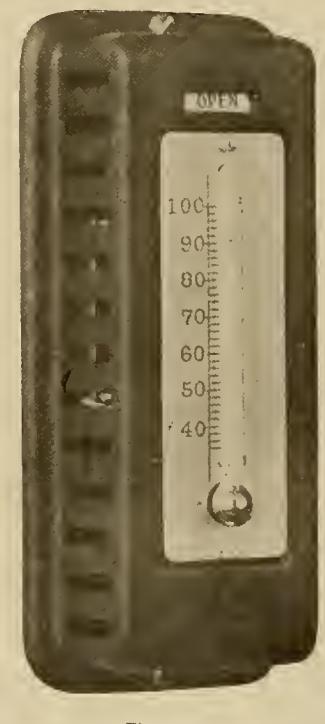

Figure 1

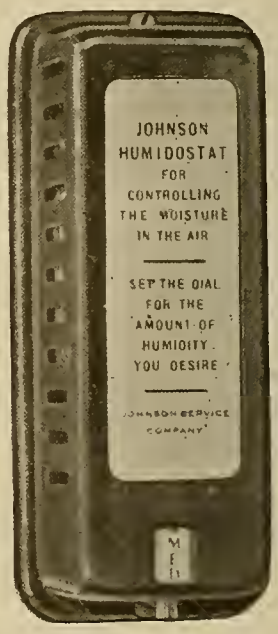

Figure 2

(Continued from page 3)

ington replied that the service men are being granted limited certificates for one year to be renewed upon evidence of further training.

Dr. McNaught presented the following report on textbooks:

"Arithmetics: In hands of critic readers.

"Readers: Changes in material for Literature Readers, seventh and eighth year, have been made and books are ready for printer.

"Music Books: Material for Music Books 1, 2 and 3, except indices, is ready for printing. All German references have been omitted.

"Spellers: Book 3 of the spelling textbook series—the manuscript has not yet been presented by the author."

Dr. McNaught presented a report of her visit to the National Education Association at Milwaukee and submitted her address as chairman of the N. E. A. Commission on the Revision of Elementary Education, which she had presented at the general assembly of the N. E. A. As an illustration of its favorable response, she stated that the executive committee of the N. E. A. had allowed the committee $1200 for carrying on the work.

Retirement Salary Business

The following report was presented:

Inheritance tax income transferred July 1, 1919: $20,000 drawn last March; $150,495.57 net transfer July 1, 1919; $170,495.57 gross income for July 1, 1919.

Refunds of erroneous salary deductions amounting to $84, were granted.

Retirement salaries were granted as follows:

Five Hundred Dollars per Annum: Mabel H. Barber, Berkeley; Nannie Lee Calhoun, Healdsburg; Wm. J. Connell, Berkeley; Mary Deacon, Long Beach; Harriet E. Dunn, Los Angeles; Mrs. Kate B. Everett, Tulare; Adele L. Grimm, San Francisco; Margaret A. Kelley, Slatington; Mrs. Josephine Kennedy, San Francisco; Mrs. Nanno L. Lawless, Farmersville; Malsie T. Livingston, Oakland; William M. Mackay, Suisun; Hattie L. Mason, Healdsburg; Mary McGuire, San Francisco; Mrs. Catherine F. Miles, Exeter; Lillie J. Miller, Santa Clara; Frank Morton, San Francisco; Mrs. Emma S. Murdoch, Sacramento; Sarah S. Simpson, San Francisco; Emma C. Smith, Livermore; Anna L. Week, Los Angeles; Emma S. Young, Eureka.

Under Section 14 of the Law: Mrs. Hannah Y. Allen, Los Angeles; Mrs. Amy H. Anderson, Mendocino; Mrs. Eugenie B. McCarty, San Francisco.

The Board adjourned to meet in regular quarterly session at Sacramento, September 22, 1919.

Respectfully submitted,

WILL C. WOOD,
Executive Secretary.

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THE CONVENTION OF CITY AND COUNTY SUPERINTENDENTS

Hon. Will C. Wood has arranged for a great convention in the Yosemite Valley from August 18 to August 23. The maximum length of half day session will be two and a half hours. On Wednesday there will be no session. There will be informal camp-fire programs.

Among the topics discussed will be the following:

New Laws Relating to Compulsory Education, Child Labor and Registration of Minors.

Handling the State Program in Physical Education.

The Superintendent's Three R's—Records, Reports and Registers.

School Finances: Recent Progress and Next Steps.

Compulsory Americanization and Part-time Courses.

How Can Colleges and Normal Schools Give Us Better Prepared Teachers and Help Us Improve Teachers Now in Service?

Consolidation of Schools.

Agriculture Extension Work in Rural Schools.

Suggestions on Building Curricula.

Handling Extra School Activities.

What a Superintendent Should Do When He Visits Schools.

The Use of Standard Tests.

The Status of the Teacher.

The Intermediate School in City High School Districts.

The Intermediate School in Union High School Districts.

The Teaching of Drawing and Applied Art in the Schools.

The unique feature of the program will be the initial roll call. Each superintendent will be expected to respond by stating what he considers to be the most unique feature of the school system of his county or tell about what he considers to be the most significant educational achievement in his county during the last year. The aim is to get the superintendents to know one another and to enable superintendents to make inquiries concerning any new developments in which they may be interested.

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Vol. XXV, No. 8 SAN FRANCISCO, AUGUST, 1919 Price, 15 cts.

MEETINGS

Bay Section the California Teachers' Association; Wm J. Cooper, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the California Teachers' Association; R. B. Leland, San Jose, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone.

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CHAUNCEY M'GOVERN, Associate Managing Editor.
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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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SOME EPOCH-MAKING RESOLUTIONS

County and City Superintendents'
Yosemite, Calif.
August 18 to 23, 1919
Report of Committee on School Legislation

Your Committee on School Legislation submits its report as stated hereinafter:

1. We recommend a closer and more effective organization of the superintendents,
   (a) By the election of an executive committee of nine to act for the superintendents in all matters of legislation between conventions.
   (b) We recommend that the committee on nominations nominate the members of the executive committee.
   (c) We recommend that there be annual dues of 1/5 of 1% of his yearly salary, to be paid by each superintendent to the treasurer of the executive committee.
   (d) We recommend that the funds thus obtained be used by the executive committee as directed by the convention.
2. Your committee on Legislation recognizes the fact that, if the schools are to do the work of education as it ought to be done, more money and yet more money must be provided. The committee has not attempted to tell how much money is needed but rather has attempted to show where money should be used.
3. The committee recommends that $1500 be apportioned for each statutory teacher allowed to elementary school districts, and that this money be provided equally by the State and the county.
4. We recommend the establishment of a MINIMUM yearly salary of $1200 for every regularly employed full time teacher.
5. We recommend that provision be made for the transportation of any pupil whenever in the judgment of the school board such transportation is necessary, and we further recommend that special aid from a county tax be provided for the transportation of all children who live more than three miles from a public school which they attend.
6. We recommend that a uniform divisor be fixed for determining average daily attendance whenever our recommendation that $1500 per statutory teacher be apportioned becomes law. We express our preference for 160 as such divisor.
7. Provision should be made for feeding all school children at the lunch hour.
8. Provision should be made for caring for the health and physical welfare of every child attending the public schools.
9. The strongest possible encouragement should be offered by law for enlarging the unit of school administration and school support.
10. There should be devised such a system of taxation as will compel every dollar of wealth to do its fair share in supporting public education.
11. There should be an investigation to determine the best base for estimating the number of statutory teachers to be allowed to elementary school districts.
12. The state should provide accident insurance for all pupils and employees of the public schools.
13. The state should provide insurance at net cost for all public property.
14. Provision should be made for the cooperative purchasing of school supplies.
15. Each school district should prepare and submit a budget of its needs for the guidance of boards of supervisors in fixing tax rates for the support of the schools, and for the purpose of promoting economy in the expenditure of public money.
16. Your Committee recognizes the county free library as one of the most effective agencies of free public education, and recommends that the county free library be made a part of the county school department.
17. We recommend that the executive committee be empowered to make all necessary investigations and surveys; to consult with other committees and organizations seeking to promote education; to expend such part of the funds received from annual dues as it may find necessary to promote the cause of education; and to submit a full report of its actions to the next annual convention.

Respectfully submitted,
Committee on School Legislation
Mark Keppel, Chairman.
George W. Frick.
Robert L. Bird.
Mrs. Charlotte Cunningham.
William H. Hanlon.
Jerome O. Cross.
Roy Good.
Alfred Roncovieri.
James B. Davidson.
John W. Linscott.
Mrs. Grace C. Stanley.
Absentees:
Miss Carolyn M. Webb.
Fred M. Hunter.

IN YOSEMITE

I heard my mountains rock and roll,
I saw the lightning's fiery rod
Rend space and write on heaven's scroll
The awful autograph of God.

JOAQUIN MILLER.

The convention was called to order in the auditorium of Camp Curry, at 2 p. m. on August 18. J. W. Linscott, of Santa Cruz, offered a fervid prayer. Then began the roll call of members. This was a unique affair. Each superintendent was requested to rise and state in a few words the most interesting feature of his school work during the past year. This served, not only as an introduction, but took the edge of formality off the convention, and was first aid to good fellowship.

The following superintendents responded as their names were called: Geo. W. Frick, Mrs. Sabra R. Greenhalgh, Mrs. Pearle Rutherford, Teresa Rivera, Perle Sanderson, Wm. H. Hanlon, E. J. Fitzgerald, Clarence W. Edwards, S. M. Chaney, Robert A. Bugbee, A. P. Shibley, Mrs. M. A. Clarke, L. E. Chenoweth, Miss M. L Richmond, Mrs. Julia A. Norwood, Mark Keppel, Craig Cunningham, Jas. B. Davidson, Roy Good, Mrs. Belle S. Gribi, Mrs. Nettie B. Harris, Mildred Gregory, Geo. Schultzberg, Lena A. Jackson, Miss Elizabeth M. Richards, R. P. Mitchell, Irene Burns, Mrs. Kate I. Donnelley, Ira K. Landis, W. J. Cagney, Mrs. Grace C. Stanley, John F. West, Alfred Roncovieri.

*The Blue Bulletin will publish the official report, therefore we give only the "news" features of the convention.

*The annual convention of County and City Superintendents was held in Yosemite Valley, California, August 18-23, 1919, under the leadership of Hon. Will C. Wood, Superintendent of Public Instruction.

A group of Superintendents at the Convention in Yosemite Valley, August 18, 1919

John W. Anderson, Robert L. Bird, Roy W. Cloud, Mamie V. Lehner, Miss Agnes Howe, Miss Cecil M. Davis, Mrs. Charlotte Cunningham, Belle Alexander, Mrs. Kate E. Horn, Dan H. White, A. G. Elmore, Lizzie Vagedes, Mamie B. Lang, Miss Lucy Young, G. P. Morgan, Mrs. Blanche T. Reynolds, Harriett S. Lee, Jennie Malaley.

Superintendent Ben Ballard was represented by his deputy, and Superintendent J. E. Buckman by his brother.

The following city and district superintendents responded: Charles Emory Barber, Charles E. Teach, Chas. H. Camper, Geo. B. Albee, Jerome O. Cross, W. L. Stephens, Albert Shiels, Jennie Malaley, W. E. Faught, H. P. Short, R. J. Wells, Jeremiah M. Rhodes, Bruce H. Painter, Wm. John Cooper, G V. Whaley, W. T. Helms, A. N. Wheelock, Arthur Walter, R. B. Crandall, Henry C. Johnson, Alex Sheriffs, Arthur H. Mabley, Roger S. Phelps, John A. Cranston, Paul E. Stewart, John W. Linscott, Horace M. Rebok, T. F. Brownscombe, Ansel S. Williams, Arthur L. Vincent, De Witt Mortgomery, Geo. W. Hall, C. T. Work, R. L. Randall, J. D. Sweeny.

Other prominent officials who were present and took part in the discussion were President Van Matre of Humboldt, E. L. Hardy of San Diego, President Phelps of Santa Barbara, Agnes Ray of the State Board of Education, A. C. Olney, Margaret McNaught, Maude J. Murchie, Jeremiah B. Lilliard, O. J. Kern, Alice R. Power of San Francisco Board of Education, Anna T. Haley of San Mateo, Archie Cloud of San Francisco, W. L. Glascock of San Mateo, E. H. James of Berkeley, Ednah Aiken of San Francisco, F. H. Meyer of Berkeley, Nell G. Thayer, E. C. Moore, James A. Barr, A. H. Chamberlain, Mrs. May Henshall of the State and County Free Library Service, W. A. Pratt, Frederick F. Martin, A. C. Wheat.

Will C. Woods' opening address was an eloquent presentation of several great educational problems now demanding consideration. He emphasized the need of a more democratic and a less autocratic administration and supervision of the schools. He made a strong plea for open-minded attitude towards teachers unions and organizations, and was frequently applauded when he spoke of giving teachers the initiative on courses of study, methods, and on matters pertaining to the welfare of the children. It was an epoch making address and showed not only the leadership of the schoolmaster but of citizenship as well. The applause at the close of the address was prolonged and enthusiastic.

In his informal remarks he asked that resolutions be passed on the death of Morris E. Dailey, formerly president of the State Normal at San Jose, and that the convention express its appreciation of the services of ex-State Superintendent Edward Hyatt, and regret at his inability to be present.

Superintendent Wood then gave an example of his theory of more democracy in administration of schools by asking the superintendents to name a committee to select the various committees for the convention.

On Tuesday morning compulsory education was ably discussed by Blanche T. Reynolds, S. M. Chaney and Sam H. Cohn. This was followed by a discussion of the State program in physical education. W. L. Stephens spoke on the subject, and Clark W. Hetherington answered a lot of rapid fire questions that were very interesting.

Tuesday afternoon was devoted to a consideration of records, reports and registers. John Anderson, Dan White, John F. West, Job Wood, Jr., and others spoke upon the subject. School finances were discussed by Mark Keppel, Geo. F. Fricke, Sabra Greenhalgh, Craig Cunningham and James B. Davidson.

Wednesday morning was devoted to talks by Roy Cloud, Mark Keppel, W. J. Cagney and Agnes Howe on school visits by the superintendents. The use of standard tests was discussed by T. F. Brownscombe and Chas. E. Leach in a way to bring out applause. The standard tests as used in the Santa Rosa schools was quite a revelation.

The status of the teacher was discussed

Government Bulletin INDUSTRIAL ART A NATIONAL ASSET recently issued says on page 12

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A group of Progressives, Liberals, Conservatives and Reactionaries in educational work. Taken in Yosemite Valley, at Camp Curry, August 21, 1919.
First row, left to right—A. H. Chamberlain, Agnes Howe, Will C. Wood, Margaret Schallenberger McNaught.
Second row, left to right—Mark Keppel, Harr Wagner, Roy Cloud, James A. Barr, George Frick, Alfred Roncovieri, J. W. Linscott, Albert Shields.

Wednesday afternoon by W. H. Hanlon, Grace Stanley, Robert A. Bugbee and others.

Thursday morning was occupied with a program that developed into a very lively discussion on Americanization and part time courses. E. R. Snyder, Albert Shields, Alex Sheriffs, A. P. Shibbley, Alexander Sheriffs and A. J. Cloud were the leading speakers on the topic.

The preparation of teachers was ably discussed by Perle Sanderson, Agnes Howe, L. E. Chenoweth, Harriet Lee, Roy Good, E. L. Hardy and others.

Thursday afternoon, Geo. Schultzberg, who has been foremost in the practical working out of the consolidation of schools, spoke upon his experience, and was followed by Lena Jackson, R. P. Mitchell, A. G. Elmore and Ira C. Landis.

Agriculture extension work in the rural schools was discussed by O. J. Kern and R. B. Crandall.

The city superintendents held a session on Thursday afternoon for the consideration of suggestions on building curricula. H. M. Rebok, W. J. Cooper, G. V. Whaley, and Jeremiah Rodes spoke. J. W. Linscott presided.

This was followed by a very spirited discussion on "Handling Extra School Activities." Sam Cohn read a vitriolic attack on the Junior Red Cross by Superintendent J. C. Du Four. It was prepared like a lawyer's brief and was a bitter arraignment of Junior Red Cross activities and against the continuation of the same in the schools. De Witt Montgomery spoke against the continuation, and Mr. Cranston spoke of the great value of the Junior Red Cross work for the children. Mrs. H. A. Kluegel, the manager of the Junior Red Cross, was present and asked the co-operation of the superintendents in planning a program so that the great work of the Junior Red Cross might be carried on successfully. There was not time for a complete discussion, and the meeting adjourned with the subject about evenly divided, and with the adherents of each side showing considerable feeling. On the following day the convention, on motion of Charles E. Leach, requested that Will C. Wood appoint a committee to co-operate with the Junior Red Cross officials in working out a satisfactory program for Junior Red Cross activities with the schools.

On Friday morning a discussion on intermediate schools was led by Jerome O. Cross, Roger S. Phelps, Paul E. Stewart, M. L. Richmond and R. L. Bird.

The teaching of drawing and applied art in the schools was ably discussed by F. H. Meyer of the California School of Arts and Crafts.

After reports of committees, the consideration of new business and unfinished business, and the singing of "America," the convention adjourned.

NOTES

Superintendent Alfred Roncovieri entertained the convention in the evenings with his wonderful handling of the trombone, and during the sessions, made a number of able speeches. His answer to the roll call in which he gave credit to his 1700 teachers for their patriotic and unselfish service in war work and mercy work during the influenza was especially notable.

Stanley B. Wilson, the orator and member of the State Board of Education, was present at all the sessions, but strangely silent—Perhaps the stentor of Camp Curry awed him into silence. Perhaps he was resting on his laurels and preferred people to ask why he did not speak rather than speak in the presence of the giant Sequoias, and the majestic El Capitan and Half Dome illustrating the temperamental poet who said, "What is left for man to say when God has said so much."

Mark Keppel was at his best. He spoke frequently and always to the point. His eloquent extemporaneous tribute to California at the Camp Fire, his description of Mount Whitney, and his plea for putting jazz, pep and ginger into a downhearted

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brother by a word of praise was greatly appreciated.

W. J. Cagney has, without doubt, established the best system of supervision of any county superintendent in the State, and presented the plan with such straightforward modesty as to win the hearty good will of the convention.

The County Free Library Service was given an unusual amount of praise by the county superintendents. George W. Frick began it when he stated that a new and greatly appreciated feature of his schools was the County Free Library Service under direction of Miss Barmby. He was followed by Hanlon Schultzberg, Cagney, Bugbee, Howe, White, Elmore, Morgan, Reynolds, Lee, Norwood, Lang, Bird, all of whom spoke in glowing terms of county free library service.

Superintendent M. A. Clark of Inyo and Superintendent Richards of Nevada County were both called home on account of illness of near relatives before the session was over.

Cecil M. Davis of Santa Cruz is one of the youngest superintendents, and was exceedingly popular at the convention. She is wide awake and interested in educational problems and has a delightful personality.

Superintendent Geo. Schultzberg told a very interesting story of how Anne Hadden, the county librarian, secured the cooperation of the farm advisor, the horticultural commissioner, the school trustees and all other agencies for civic betterment to unite in a conference for better and more efficient service and at the next county institute these four would co-operate in conducting a county fair.

Superintendent Albert Shields of Los Angeles made a masterly speech on Americanization. In ten minutes he said more and said it more effectively than any speech that we have heard on the subject. There was tremendous power in his plea for teaching the proper appreciation of our government and its possibilities for human happiness. Had the regents of the University of California heard this speech they would surely have said, "Here is a man who measures up to our standards of civic duty." He has the right ideals for the presidency of the University. No other speaker, with the possible exception of Dr. David P. Barrows, has such a large vision of educational problems as applied to humanity in the making.

Roy Cloud was a conspicuous figure of the convention. He served as vice-president, delivered the address of welcome and spoke at Camp Fire meeting in addition to a number of speeches on the regular program. He always spoke briefly to the point, and effectively.

Arthur Chamberlain was the Camp Fire orator on Tuesday, August 19. He gave an interesting account of his Y. M. C. A. work in France and made a handsome appearance in his army suit.

A notable event of the convention was the presentation of a beautiful souvenir book of letters of congratulations on the completion of fifty years of service to J. W. Linscott. James A. Barr initiated this beautiful testimonial, and Arthur Chamberlain made the presentation speech. Mr. Linscott's reply was full of appreciation and pathos as he told of his life's work.

"The Literature of the Sierras" was the subject of the Camp Fire meeting on Thursday evening. Harr Wagner spoke on Joaquin Miller's "Songs of the Sierras." Bailey Millard's tribute to John Muir and quoted from Edwin Markham, Herbert Bashford, Wallace Bruce, Bret Harte and George Wharton James. Short speeches and appropriate quotations were given by Roy Cloud, Mark Keppel, W. J. Cagney, Mrs. Horn, Miss Burns, Mrs. Donnelley, Mrs. Harris and Mrs. Cunningham. Mrs. Norwood of Lassen gave a beautiful rendition of "Dicken's in Camp," by Bret Harte. W. G. Hartranft was delightful in his informational talk on Mark Twain. John McNaught closed the program with the rendition of a quaint and rare poem and whimsical comments for which he is famous.

Mrs. Nell Thayer, who has devoted herself to public service for many years and now lives on a ranch at Usona, Mariposa County, was a regular attendant at the convention and made several addresses.

George Wharton James, who has written about forty books on Western life and scenery, is delivering lectures in the valley. He spoke one night on the Indians and their needs. Another evening on dogs and horses in the war, and recited effectively "Columbus" on the evening that the "Literature of the Sierras" was presented. He has just completed a dramatic reader of 860 pages for use in the high schools, and his new history of New Mexico has just been published by Page & Company.

Dr. C. C. Van Liew, representative of the American Book, T. Morehouse, E. P. Cobler and J. H. Beers of the Macmillan Company, Mr. Van Nostrand of Milton Bradley Company, F. A. Rice and Harry Linscott of Ginn & Company, Jennie Cameron of Prang Company, W. M. Culp of Harr Wagner Publishing Company and Blakiston's, Earl Chandler of Potter Bros., E. H. Barker of Allyn & Bacon, Mr. Baker of Scribner's, W. G. Hartranft, Mr. Osborne and Mr. Bonner of Silver Burdett & Company, A. A. Belford of Rand, McNally & Company, F. H. Knight of John C. Winston & Company, Mr. Scott of Scott Foresman & Company.

L. E. Chenoweth of Kern County gave a good account of school activities under his direction. The teacherage, the supervision, the county library, new buildings, etc., all show wide awake and progressive school plans.

Alex Sheriffs of San Jose made three effective speeches and put San Jose on the educational map in a more conspicuous place than ever before. His addresses on "Prunes," "Americanization," and the school plant at San Jose were features of the convention.

Dr. E. C. Moore, who has been prominently mentioned for the presidency of the University of California, was an interested listener to the discussions. The State Normal School at Los Angeles, under his direction, is gradually evolving into its new and larger field of usefulness and higher standards.

F. H. Meyer had an exhibition of samples of graphic art enlarged by the California School of Arts and Crafts from the United States Bureau of Education. They were very interesting and were effective in promoting a greater interest in art education and art in the public schools.

Snapshot of Stanley B. Wilson, member of State Board of Education, standing against sequoia tree in the Yosemite.

JOTTINGS

W. M. Culp

The convention of County and City Superintendents, held at Camp Curry in the Yosemite National Park this last month, was an event that is bound to have a great deal of influence upon the course of education in California during the next year. It was a gathering of the picked men of the State, and as one sat and listened to the subjects discussed by the men and women actually in the teaching game in California, one had to acknowledge that a breadth of vision, a steadfastness of purpose, a vision of a work to be done, a reverence for a great responsibility was actually alive in the convention.

The multiplicity of detail in our educational system was emphasized if nothing else. The training of the people of California is not an easy task. It cannot be solved in one way. It has to be solved in as many ways as there are individual communities and individual persons attempting to solve the problem. The one real pulsating principle that stood out was the fact that there was a group of men and women who were bound together in the labor of making a democracy. The fact that even in America democracy is perhaps at the point of fighting with her back to the wall was realized and the school system of this State during this school year is bound to be strengthened by the teaching of what our democracy stands for and why we should not throw it over for some other system.

The Compulsory Education Part Time Act was a subject that called for much comment and discussion. The point emphasized was that the compulsory part of the act must be handled delicately. The danger lies in the fact that unless one is very adroit much friction may come from saying, thou shalt be learned. A movement in propaganda to educate the people to the opportunities offered by the forces of education was the method suggested. That education is coming into its own is seen at the present moment in the opening of the schools in the region around San Francisco and at the State University at Berkeley. The National and State propaganda for education is bearing fruit and the school authorities are literally swamped with children. It is a question of housing, equipment and teachers, and the strain is great this year.

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The problem of teachers, of their training, of their hiring, of their tenure of office, of their supervision called for much discussion. Superintendent Will C. Wood stands for the thorough democratization of the teacher, which we interpret as the giving of the teacher a say in what she shall teach, how she shall teach, how she shall be supervised, what salary she shall receive, how she may unite to secure better living conditions, in other words, the teacher in the future is not to be a mere wage earner but to be a supervisor of education cooperating with the superintendent. The theory sounds good and many superintendents are trying to work along those lines.

As a "Swatter of Educational Heresies" the crown must go to Mark Keppel of Los Angeles. He swatted five in succession one afternoon and was going mighty fluently when he ceased speaking. We must say that he swatted educational generalities which was perhaps taking an unfair advantage as almost any educational statement is true at some time or place.

As an educational leader, Alex. Sherriffs of San Jose stood out. His interest in education, his grasp of the subject, his manner of working at the problem in San Jose made a very definite impression on the convention. Moreover, Mr. Sherriffs made a name for himself as a word impressionist. To be explicit, he made the simple statement that for every orange that they shipped out of Southern California (Mr. Mark Keppel was in the chair) they shipped a carload of prunes out of the Santa Clara Valley.

Mr. Mark Keppel in commenting upon this remarkable statement said that he knew that they raised a good many prunes in the Santa Clara Valley but he never had realized before that they were so full of prunes in that part of California.

Mr. G. P. Morgan, superintendent of Tuolumne County, stood out as the orator of the Sierras.

Mr. Geo. B. Albee, superintendent of Eureka schools, as a booster showed a vivid imagination. His description of the Eureka fog and the great forests of Humboldt County were those of an artist.

Mr. R. P. Mitchell, superintendent of Orange County, took the blue label for real golden educational boosting. When he finished most of us thought that all Orange County inhabitants drank out of gold goblets. Mr. Mitchell would have made a golden tongued press agent for Mr. Croesus.

Mr. W. J. Cagney, superintendent of San Benito County, showed a true and thoughtful sympathy of the problem in his talk on what a superintendent should do when he visited a school.

Mr. Albert Shiels, superintendent of Los Angeles, won much applause in his keen analysis of the Americanization problem. A problem which is one of guidance, not of compulsion.

Mr. John W. Linscott, superintendent of Santa Cruz, was the Ulysses of the convention and held the audience whenever he spoke.

Mr. Charles E. Teach, superintendent of Bakersfield schools, reminded us a great deal of the Silver Tongued Orator.

Mr. Jerome O. Cross, superintendent of Fresno, was not amiss in stirring up a furore now and then. For a schoolman he certainly likes a scrap.

Mr. W. L. Stephens, superintendent of Long Beach, has a grasp of school problems that made him stand out in the convention.

Mr. Roy Good, superintendent of Mendocino County, is one of the young superintendents that have a job ahead of them. Mendocino County has a great problem with its hundred and more one-teacher schools situated in the mountains. Mr. Good is a live and energetic schoolman docino County.
and is bound to accomplish much in Men-

Mr. L. E. Chenoweth, of Kern County, showed in his report that the schools in his county are up and doing all of the time.

Mr. Roy Cloud, superintendent of San Mateo County, was one of the big men of the convention, educationally and physically.

Mr. Wm. John Cooper, superintendent of Piedmont, and Mr. Bruce H. Painter, superintendent of Petaluma, look like twin brothers. They spent a good deal of the time explaining who they weren't.

Mr. G. V. Whaley, superintendent of Pomona, believes in the scientific analysis of school problems. He believes that a superintendent should make definite observations in his visits to the classroom and then give definite instructions for improvement.

Mr. H. P. Short, superintendent of Oroville, showed that Oroville was in the foreground, educationally.

Mr. De Witt Montgomery, superintendent of Visalia, showed that he had a keen realization of his problem in that community.

Mr. Geo. Schultzberg, superintendent of Monterey County, is very much of a humorist.

Mr. Job Wood, Jr., deputy superintendent, really believes that the feminine contingent in our schools should be taught the domestic arts. Miss Agnes Howe, superintendent of Santa Clara County, believes that they should be given the liberty to choose and should not be forced to take any special subject.

Miss Lucy Young, superintendent of Trinity County, has the rural schools to contend with and has to travel much on horseback to visit her schools.

Mrs. Harriet S. Lee, superintendent of Yolo County, is a booster both educationally and agriculturally. Mr. Mitchell and Mrs. Lee would have a great session if they ever attempted to convince each other of the merits of their respective counties.

The poor little school teacher is out in the cold, cold world. The city schools don't want her till she has had a couple of years' experience. The country schools are tired of training teachers for the city schools. The teachers are tired of being buffeted around. In fact, the rosiness of the teaching profession for beginners is of such a sky blue color that recruits are falling off.

Mr. E. R. Snyder, Commissioner of Vocational Education, gave a very able and clear exposition of the great value of vocational work as a part of the work to be accomplished under the recent part time act.

Mr. R. J. Wells, superintendent of Palo Alto schools, was in attendance for the first time and made a very definite impression. As a speaker Mr. Wells is very forceful. Palo Alto has a good schoolman in Mr. Wells.

The Beacon News Column

The emphasis placed in The Beacon Method upon the phonetic element at the *beginning* rather than at the *end* of a word greatly assists pupils in learning to spell correctly.

This is the testimony of teachers who have used The Beacon Method after having tried out the old "family method" which they say was a hindrance rather than a help to the teaching of spelling.

The Johnson School in Cedar Rapids, Iowa, is one of the best elementary schools in one of the best cities in the middle west. Recently the following thirteen words were given as a spelling test to one of the eighth grade classes in this school:

deserve	infer	observe	invert	transfer
perform	adverse	reverse	preserve	
prefer	insert	alert	immerse	

There was no preliminary study for this test. Of the forty-two pupils in the class fourteen spelled all the words correctly; ten missed one word each; seven missed two words; six missed three; two missed four; and three missed five. This class had never had anything in phonetics except in the way of family phonograms and the sort of devices that are associated with them.

In the same school this same test was given to a third grade which had used The Beacon System. There was no special preparation for the test but FORTY-EIGHT OF THE FIFTY PUPILS SPELLED ALL THE WORDS CORRECTLY.

The significance of the results lies in part in the fact that this third grade had studied phonetics only in its relation to reading with a view to word recognition. The power in spelling was developed simply as a by-product of their work in reading.

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AN APPRECIATION OF EX-SUPERINTENDENT HYATT

Yosemite, California,
August 20, 1919.

Hon. Edward Hyatt,
Sacramento, Calif.

Dear Mr. Hyatt:

We are in the Valley of Beautiful Things meeting together and we miss you. Those twelve years you spent as our leader were helpful, fruitful years. Now that we are assembled again in the shade of the giant trees and overhanging rocks where you once brought us, our thoughts naturally go back to that other convention and to all the others that we enjoyed together and we regret that you cannot be with us. There are many of the old guard here and many new faces as well. We are having a good convention and expect to be able to take much inspiration back to our schools.

Our kindest regards are also included for Mrs. Hyatt. We trust that at some future time we may have the pleasure of shaking hands with both of you again and renewing our old time friendship.

Yours very sincerely,
Convention of County and City Superintendents of Schools.
By W. J. Cagney, Chairman,
Committee on Personal Resolutions.

AN EXPRESSION OF SYMPATHY FOR DR. GEO. W. STONE IN THE LOSS OF MRS. STONE

Resolved, That we, the superintendents of California in convention assembled, extend to Dr. George W. Stone, honored member of the State Board of Education, our deepest sympathy in the immeasurable loss that has befallen him in the death of Mrs. Stone, his beloved wife, lifelong companion and noble co-worker.

Committee on Personal Resolutions.
W. J. Cagney, Chairman.
Mrs. Margaret S. McNaught.
Mrs. Sabra R. Greenhalgh.
Roy W. Cloud.
Miss Maude I. Murchie.
Miss Agnes E. Howe.
Miss Cecil M. Davis.
George Schultzberg.

A TRIBUTE TO THE LATE MORRIS E. DAILEY

Whereas, The educational forces of California feel keenly the absence of one who for many years has been a member of meetings, associations and conventions in the State, one who was prominent, capable and efficient in all duties as a citizen, one who was pre-eminent as an educational leader, executive, and inspiration; be it

Resolved, That in the passing of Dr. Morris Elmer Dailey, for nineteen years the head of the oldest of the State Normal Schools of California, we the county and city superintendents of the State in convention assembled, while humbly bowing to the decrees of Providence, recognize that there is a void that cannot be filled. Our friend is gone.

We miss the ready humor, the hearty greeting, the wise counsel, the quick judgment which made Dr. Dailey such a safe guide.

We feel that his enduring monument is the institution that he brought to so high a degree of efficiency and the thousands of young men and women whom he sent into the schools of this and adjoining States influenced by his high professional spirit.

Resolved, That we extend to the wife, mother and children so sorely bereft, and to the faculty of the San Jose Normal School our sincerest sympathy.

Resolved, That a copy of these resolutions be sent to his family, to the Blue Bulletin, the Sierra Educational News, the Western Journal of Education, and be spread upon the minutes of this convention. Committee on Personal Resolutions.

W. J. Cagney, Chairman.
Roy W. Cloud.
Mrs. Margaret S. McNaught.
Mrs. Sabra R. Greenhalgh.
Miss Cecil M. Davis.
Miss Maude I. Murchie.
Miss Agnes Howe.
George Schultzberg.

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Elizabeth S. Adams, A.B., Wellesley College; M.A., Columbia University, assistant in commerce, summer session, University of California, has just completed a six weeks' course on the "Problems of Teaching" that has brought out some vital statistics.

From the questionnaires submitted to some forty students it was found that the ages of teachers taking his special method course ranged from twenty-one to forty-seven, the salaries from $1000 to $2400, the education from no years in the high school to five years in college, the professional experience, none to eighteen years. This gives a fair idea of wide variation in the student body of the summer session and suggests some of the difficulties that arise in trying to meet the needs of such a group satisfactorily.

From the instructor's point of view the experiment has been of great interest and the reaction from the student body both stimulating and encouraging. Many expressions of appreciation of the course would seem to indicate a feeling among the students that it is a step in the right direction.

Miss Adams is an active business woman, as well as teacher, and holds the responsible position of assistant manager of the Pacific Coast and Orient office of The Gregg Publishing Company, Phelan building, San Francisco.

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Associate Editor of "The Western Journal of Education"

EDUCATIONAL DEPARTMENT OF THE YOUNG MEN'S CHRISTIAN ASSOCIATION

When the ambitious young man comes from the country to attend the educational classes of the San Francisco Young Men's Christian Association he does not leave his home behind.

To the contrary, home influence—that indomitable spirit that spurs him on when at work and reassures him when he is resting—stays with him while he is learning as the student of the Y. M. C. A.

And not only does the Y. M. C. A. carry the spirit of home to the members of its educational classes, but it affords them greater advantages and assistance in attaining their ambitions than they could secure elsewhere.

Co-operative education — education at cost—is the system under which the educational courses of the Y. M. C. A. are conducted. The big day and night school of the association is not run for profit. Each member, no matter what courses he may take, pays only his share of the actual cost of maintaining the work which he is taking.

Through its vocational employment department the Y. M. C. A. undertakes to find work for those of its students who desire employment during the hours that they are not at their classes and permanent employment is found for many when they have completed their courses. Employers always look to the Y. M. C. A. to furnish bright men, for the thoroughness of the Y. M. C. A. school is widely recognized.

The man who comes to San Francisco a stranger to elevate himself through the aid of the Y M. C. A. school can depend on the association to see that home like lodgings are secured for him either in its own building or elsewhere, as he may choose. And at the same time the social, athletic, and numerous other privileges of the association, including its big gymnasium and swimming pool, are his to enjoy.

All of the classes are under the tutorage of capable instructors. R. L. Johns, educational secretary of the association, gives the work personal supervision.

The course covers practically every field in their range. They are calculated to fit a man for almost any position to which he may aspire. The classes vary from those of the automobile school to the law college or the salesmanship courses.

Here is a complete list of the subjects taught in day and night classes:

Commerce Section

Accountancy (for C. P. A. Exam.), advertising, auditing, bookkeeping, business arithmetic, commercial law, correspondence, cost accounting, letter writing, penmanship, salesmanship and stenography.

Technical Section

Applied mathematics, architectural drawing, automobiling, auto electrical, estimating, mechanical drawing, plan reading and machine design.

Academic Section

Algebra, arithmetic, civil service, common school, English, geometry, law (for LL.B. degree), literature, public speaking, rhetoric, Spanish, trigonometry.

Service Section

Practical psychology, Bible study, choosing an occupation, citizenship, English for foreigners, Y. M. C. A. training school.

Ginn and Company have reprinted in an attractive fifteen-page pamphlet Selections from the Teachers' Manual of Geography for Grades VII and VIII, issued recently by the Massachusetts State Board of Education.

Some of the topics treated are the following:

I. **Allotment of Time and Subjects.**
II. **Relationship of Geography and History.**
III. **The Regional Treatment of Human Geography.**
  1. Early Methods of Teaching Geography.
  2. The New Method: Regional Treatment of Human Geography.
  3. Illustration of the Regional Treatment of Human Geography: Switzerland.
IV. **The Problem Method.**
  1. Specimen Problems.
  2. Difficulties of the Problem Method.

Any county or city superintendent or board member working upon a Course of Study in Geography would do well to ask Ginn and Company for a copy of this reprint, which will be sent free of charge.

Many California Courses of Study are giving a prominent place to **Frye's New Geography, Book One.**

STRIKING POINTS WHICH DIFFERENTIATE THIS GEOGRAPHY FROM OTHERS:

History, Civics, and Industrial Information Correlated with Geography

We believe Frye's New Geography, Book One, is the first geography text to utilize history, civics, and industrial information in the teaching of geography as recommended in the report of the Committee on Social Studies of the N. E. A. (United States Bureau of Education) Bulletin No. 28 (1916).

Story Approach

For the first time in such a book the different topics of geography are approached through the story. A reading of pages 1, 57-60, 76, 81, and 179-180 will indicate the success of the author in handling the subject this way. Note how each story is purely geographical in its purpose. There is no extraneous matter, but by teaching geography as men have lived it and are living it the pupil's interest is maintained at highest pitch.

Industrial Motion Picture

A new feature of great value will be found in the different **series of industrial pictures**; for example, pages 90, 91, 98, 99, 104, 105, 124, and 125. Each series is practically a motion picture of the industries essential to life in the world at present. No other geographies ever taught by pictures the **fundamental industries** on which food, shelter, and clothing depend as does this book.

The book contains nearly 650 pictures and maps. These maps are based on a new color scheme and are the clearest and most beautiful found in any textbook on geography.

War-Department Grouping

The grouping of the states in this book follows closely the industrial and climatic divisions of the country. It is essentially the grouping adopted by the War Department, which of all government agencies relies most extensively on the country's industries.

Conservation of Energy

All Helps and Map Studies in this new book are so placed that the pupil does not need to turn a page for an answer. Note how completely each set of Map Studies gives the minimum essentials of **locative geography.** For example, see page 93. Note the full Index and the Pronouncing Word List. The two are separate and are adapted for use by pupils quite as much as by teachers.

Causal Geography

The older Frye books were the first to blaze the trail for causal geography—to show the interrelation between physical features and the life of the people. Frye's New Geography, Book One, also calls the **child's reasoning power** constantly into play.

Industry to the Front

The need of man for food, clothing, and shelter, and the way in which location, geographical formation, and climatic conditions affect these needs, is emphasized throughout.

Minimum Essentials

The book slights none of the great outstanding geographic factors and includes no details of minor importance. In a word, it presents interestingly and effectively the minimum essentials of geography.

Seattle has ordered for the opening of schools this fall several hundred copies of **Geographical and Industrial Studies** by Allen. There are now four (4) volumes in the series:

"United States"		"Europe"
"Asia"	and	"South America"

Every child longs to be there, where the work is being done, where destinies are being wrought by hammer, sword, and plow. To know the place, the people, their lives and their work on the industrial front, that is what geography should teach.

Los Angeles and many other Pacific Coast cities are using the Allen books in large numbers with great satisfaction.

As evidence of the worldwide interest in the Robinson and Breasted histories, published by Ginn and Company, teachers of history and others will be interested in a letter recently received by Professor Breasted from Muhammad A. Ismail—an Egyptian scholar who wishes to translate these books into Arabic. The letter follows:

"% Messrs. Venn,
8 St. Martin's Place,
Trafalgar Square, London,
20 June, 1919.

Dear Professor Breasted:

Some time ago I saw reviewed your book of Ancient Times. I was very interested to read this book because I still remembered the welcome that was given to your History of Egypt a few years ago. So I bought it and read it and enjoyed it. And I was tempted after reading it to continue the story in 'Medieval and Modern Times' by Mr. J. H. Robinson. I should very much like to translate these two volumes in Arabic if you will be kind enough to give your permission for doing so and if I also can get that of Mr. Robinson.

Hoping to hear from you, I am, dear sir, Yours faithfully,
MUHAMMAD A. ISMAIL."

Still another bit of evidence as to the merits of American school books came to the publishers of the Jane Andrews books from V. K. Aiyar, B. A., L. T., of 15 Muthialu Chetty Street, Pursawakam, Madras, who wrote Ginn and Company under date of May 24th as follows:

"I wish to go through the following three books of Jane Andrews with a view to bringing out vernacular editions of them. May I request you to be good as to send me specimens of them, and at the same time give me the sole right to have them translated into the Indian vernaculars, subject to any terms you may propose?

1. Ten Boys Who Lived on the Road from Long Ago to Now.
2. The Seven Little Sisters.
3. Each and All."

BOOK NOTES

"Letters to Teachers," by Hartley Burr Alexander, were written during wartime, and while directed to the internal conditions rather than the external affairs of our Nation, they are influenced and inspired by the omnipresent fact of the international catastrophe. The problem with which they deal is the problem of reconstruction where it is most fundamental, and that is in the education of the American citizen. These "Letters" are published by The Open Court Publishing Company.

"Applied Economic Botany," by Melville Thurston Cook, implies first, that it is intended as a guide to experimental work in the study of plants, such as should be carried on by any school, and second, that it is intended as a preliminary work to the agricultural studies which are now recognized in many high schools. Published by J. B. Lippincott Company.

"Student's History of the United States," by Edward Channing, is the author's latest work. He has also rewritten and enlarged the matter given to the years since the close of the Civil War and brought the text down to the present time. The "History" is published by the Macmillan Company.

"Uncle Sam's Boys Smash the Germans," by H. Irving Hancock, is one of the latest editions concerning the activities of Pershing's armies in France. The miraculous adventures, escapades, and dealings of our boys with the "boche" are vividly portrayed in this book. The price is 60 cents. Published by Henry Altemus Company.

"Dave Darrin of Mediterranean Service," by H. Irving Hancock, shows the gigantic part played by our navy in the winning of the war. It gives a wonderful description of sea battles, mechanism of torpedoes, submarines, in one word, a picture of our navy as led by Admiral Sims "over there." This book is for sale at 60 cents per copy. The Henry Altemus Company has published this book.

A Modern French Grammar by Philippe de La Rochelle is for sale at $1.50 per copy. In this book the attention given to grammatical nomenclature, to drill and reading exercises, to topics of composition and conversation, and to the presentation of idiomatic expressions and of the equivalent terms in the two languages, will have value in making clear to the student the nature of the French language, and the relations borne by it to the English language. G. P. Putnam's & Sons are the publishers.

"Horticulture," by Kary Carmus Davis, is a helpful book, combining at it does the subjects of gardening, orcharding, and small fruits, and will help solve several school problems. It is published by J. B. Lippincott Company.

"Junior High School Mathematics," by William Ledley Vosburgh and Frederick William Gentleman, has been planned to meet the needs of the first year mathematics in the ordinary high school, as well as to serve as a third course in Junior High School Mathematics. Macmillan Company are the publishers.

"Social Games and Group Dances" is a delightful book by J. C. Elsom and Blanche M. Trilling. Few readers will be able to resist the alluring text and illustrations, and will find something of practical value in this delightful guide to social ease and enjoyment. It is published by J. B. Lippincott Company and sells for $1.75 per copy.

"The A. B. C. Primer," by Homer P. Lewis, is a good book for first grade work. Not to furnish the child with new interests, but to utilize those he has to draw him on to master the symbols of written speech which will unlock for him the storehouse of all interests is the subject of this new primer. "The Primer" is published by J. B. Lippincott Company and can be purchased for 50 cents.

"American Leaders," by Walter Lefferts, brings the characters of our nation's story up to the present day and includes some who are yet living. In many ways it explains our own times and shows that heroes and heroines live near and now. It is an informal yet fairly complete survey of national history through representative biographies. This book is published by J. B. Lippincott Company.

The United States in the Great War, a supplement to Channing's "Student's History of the United States," by the Macmillan Company.

"Spanish Selections for Sight Translations," by Spiers. "The purpose of these selection is to afford the teacher a ready means of ascertaining by occasional tests the increase in power gained by his students." Published by D. C. Heath & Co. Price of "Selections," 28 cents.

"Bookkeeping Exercises," by Wallace E. Bartholomew. The "Exercises," Part I, classified under suitable heads, are taken largely from the high school examinations given by the University of the State of New York during the past six years. Attention is directed particularly to the selection on "The Principles of Accounts." Published by the Gregg Company. Price of "Exercises," 60 cents.

"Graded Sentences for Analysis," by Mary B. Rossman and Mary W. Mills. These sentences follow a definite, logical, grammatical sequence, and can be used in connection with any standard grammar. Book is published by Lloyd Adams Noble and can be secured for 40 cents per copy.

"Bookkeeping Exercises," Part II, by Wallace E. Bartholomew, is a study of the principles underlying the bookkeeping devices, such as subsidiary ledgers, columnar books, and the like, as well as of the technique involved in the use made of these devices, constitutes a prominent feature of the work in advanced bookkeeping. Is published by the Gregg Company and sells for 60 cents per copy.

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New and Interesting Books Just Published by Harr Wagner Publishing Company. Civil Government Simplified, by J. J. Duvall, Principal of the Columbia School, Fresno, as extended and revised by Senator M. B. Johnson.

A text for pupils in Americanization. Original in arrangement. Graphic in its presentation. Teaching good Citizenship by the clear, definite, actual presentation of our form of State and National Government, from the affairs of the School Trustee to the President of the United States.

There is crowded into its 66 pages, in such form that any child can readily understand it, not only the usual outlines on forms of government and duties of officers, but there are special pages on the Railroad, State Highway, Industrial Accident and other Commissions, on County Library, Farm Advisor, County Purchasing Agents, and other new features of government as contained in new laws not readily accessible in other forms.

There are special pages on the Process of Law Making, of Naturalization, Americanization, and the latest 1919 list of the most important State and Federal Officials.

Study its 66 pages. You will want a book for every seventh and eighth grade pupil in your school, and for every man and woman in your locality, who are not thoroughly familiar with our government in action. Completely indexed.

Topical Geography of Europe, According to the Problem Method, Showing the Changes Brought About by the World War. By H. W. Fairbanks. This book contains 110 pages of size 5 by 7. (Paper 50 cents; board 75 cents.) 8-point type.

Do you want to have your pupils think when they study Europe? Then give them this book. Dr. Fairbanks has accomplished a remarkable work in producing this volume on an entirely new and original method. It will appeal to every progressive teacher. Just as Dr. Fairbanks has revolutionized the teaching of Geography wherever he has presented his problem method in his institute and university lectures, so this book will bring a message that is irresistible to the modern teacher. The new map of Europe, showing in strong colors the territorial changes brought about by the World War, is of great value. Orders are being received and filled without delay. Order now.

BEST SELLERS

Thirteen Hundred Problems in Arithmetic. By S. P. Robbins of the Oakdale School, Chico, Calif.

Supplements the California State Textbook for seventh and eighth grades, page by page. This book is a real essential. Used in Butte, Fresno, Los Angeles, San Diego, Alameda, Santa Clara, and other counties. Price, 25 cents, net.

Pacific History Stories. By Harr Wagner and Alice Rose Power. For the fourth, fifth and sixth grades.

This book has been adopted for the use of pupils in the beginning of the study of history in the fourth grade, in San Francisco's new course of study in history, and Los Angeles County places it among the required books for pupils to read in the fifth year.

"It deserves a place in every school library not only on account of its historical information, but for the reason of its literary charm."—Herbert Rushford, in San Francisco Bulletin.

"It is bound to be a huge success. It ought to be in every California school."—Elizabeth Adams, Potter School, and professor in the University of California summer session.

"A great book. It has rare historical and romantic value."—Carrol G. Pearse, former president of the N. E. A., and editor of The American School.

"A very compact, well illustrated, clearly and attractively written volume."—George Douglas, in San Francisco Chronicle.

Poems for Memorizing. Part I, for first, second, third, fourth and fifth grades. Part II, for sixth, seventh and eighth grades. Compiled by Alice Rose Power from lists of Dr. Elwood P. Cubberley of Stanford University. Each part, 25c net; bound complete, 75c; library edition, $1.00.

There has long been need of a book of memory selections which may be put into the hands of pupils. This saves the teacher the work of writing each selection upon the board. The special edition of Poems for Memorizing is issued in two parts, so that any poem required may be put into the pupil's hands at a small cost.

All of the selections have been actually tried in the different grades, and it is one of the best compilations obtainable. It probably contains more poems commonly called for in courses of study than are found in any single volume.

Prices subject to change. Send for complete catalog. Harr Wagner Publishing Company, 1111 Hearst Building, Third and Market streets, San Francisco, California. Depository for the P. Blakiston's Son & Company. High school and reference textbooks in the Sciences and the American Red Cross Textbooks.

Miss Emma Jarvis, A. T. S. C. Gold medalist of the London Academy of Music (England), will give some short talks, free of charge, on the subject of the "Cultivation of the Speaking Voice." This on the suggestion of the editors of "The Western Journal of Education."

Miss Jarvis, who is a member of the Sequoia Club, the Speech Arts Association, and other similar organizations, cordially invites all public school teachers and friends to hear these talks at her studio, 1001 Kohler & Chase Building, on Tuesdays, September 16th, 23rd and 30th, at 4:30 p. m. Her residence is: Jackson St., 1276; telephone Prospect 1186.

Here's one article of school equipment which hasn't advanced in price!

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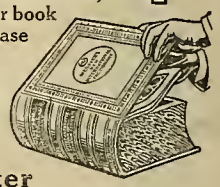
Buff Buckram Binding

A given amount of money purchases far less than it did four years ago; still, you may buy for your school or for your personal use this *"Supreme Authority,"* containing hundreds of the *New Words*, including war terms (a better book than in 1914) at no increase in price.



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By WILLIAM B. GUITTEAU

Superintendent of Schools, Toledo, Ohio

Written in the light of recent events which have created a new atmosphere for the study of our national life. The breaking down of old prejudices and international animosities has enabled the author to restate a great many problems in our history from a new view-point. It begins by showing how the Old World forms the background of our early American history, and from that point until the concluding chapters on the World War, the reaction of Europe on America is never lost sight of.

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PEARSON AND SUZZALLO'S ESSENTIALS OF SPELLING
Complete or Two Parts

This book teaches thoroughly, with a minimum of time and effort on the part of the teacher and pupil, the words everyone ought to know. The vocabulary embodies the results of recent scientific studies, and is based on an examination of thousands of children's compositions. All of the 1000 words of the Ayres Measuring Scale are included. The so-called "one hundred demons" receive special drill.

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She teaches fifty girls and boys,
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And all for love and mercy's sake,
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She binds up dusty broken toes,
And wipes the "dew-drop" from the nose,
And patches soiled and torn clothes—
And all for sixty dollars.

She buys a war stamp and a bond,
Of Red Cross drives she must be fond,
And then prepare for the beyond—
And all for sixty dollars.

She sings on Sunday in the choir,
She must neither fret nor tire,
And be satisfied with her hire—
And all for sixty dollars.

Revised by J. D. Sweeney, Red Bluff.

The Pacific Coast and Orient office of The Gregg Publishing Company, Phelan building, San Francisco, announces the appointment of Elizabeth S. Adams as assistant to the manager, Frances Effinger-Raymond. Miss Adams was assistant in commerce, summer session, University of California, and gave a course on the problems of teaching.

She is a graduate of Wellesley College and has her masters degree from Teachers' College, Columbia University. Before coming to California Miss Adams was a member of the faculty of the Salem, Massachusetts, State Normal She helped organize the Potter School in San Francisco in 1912 and was the head of her department up till her resignation this summer.

She will be in charge of the school department and co-operate with Manager Raymond in her successful efforts to promote and advance commercial education in the public, private and business schools within the territory of the San Francisco office; namely, California, Oregon, Washington, Alaska, Idaho, Nevada, Arizona, Utah, British Columbia, the Pacific Islands, and the Orient.

E. C. Boynton of 817 Brockman building, Los Angeles, California, has made a special study of motion pictures and their use in the public schools. He is in position to give expert advice and suggestions. Mr. Boynton has a record for integrity and service that is worthwhile and the school people will welcome his services in educational motion pictures.

E. B. De Groot is now the Boy Scout director for the Pacific Coast, with headquarters at Los Angeles, California. His son, Dudley Sargent De Groot, has become a noted swimmer and ornithologist. Mr. De Groot has achieved in a remarkable manner in covering a wide field of usefulness along the line of athletics.

LITERARY NOTES

Miss Jane Cameron, who has been for ten years the Northwestern representative of Milton Bradley Company, has recently become the Pacific Coast representative of The Prang Company. Miss Cameron has made a high place for herself in the regard of the school people of the Northwest and this promotion and larger opportunity is fully deserved. Miss Cameron's address for the present will be 133 Third street, Portland, Oregon.

ANNUAL REPORTS

The Oakland school report is in all respects the most important epoch-making document issued in recent years. It is something different. It represents the socialized school at work as an agency in training for citizenship. It was compiled under direction of Supt. Fred M. Hunter, and under the immediate charge of E. Morris Cox. The most unique part is the discussion of what a standardized report should be. Send for copy.

LATEST NEWS NOTES

Supt. Albert Shields of Los Angeles has resigned. It is stated that he will engage in literary and editorial work.

The Convention of Teacher Training Schools will meet at Sacramento, September 19 and 20. Dr. Burk and others will deliver addresses.

Bids Wanted

.....by.....

Public Schools

News Notes of Bids Desired for New School Buildings; for Furniture for New and Old Schools; for Equipment; and School Supplies Generally.

(Free publication will be promptly made in this column of all bids furnished by country school superintendents and others interested; and special attention of all advertisers will be directed to the items. Letters regarding this column should be addressed to Chauncey M'Govern, Associate Managing Editor, Hearst-Examiner Bldg., San Francisco; telephone: Kearny 4021.

"Sec. 1608. Boards of school trustees, and city boards of education, shall have the power, and it shall be their duty:

"PURCHASE FURNITURE, BOOKS, ETC.

"2d—Except as otherwise provided in this code, to PURCHASE SCHOOL FURNITURE, including MUSICAL INSTRUMENTS, and APPARATUS, and such OTHER ARTICLES as may be necessary for the use of the schools. . . ."—School Law of California, 1917, page 87.

"CERTAIN SUPPLIES MUST BE FURNISHED.

"(a) The following supplies SHALL be furnished by the DISTRICT CLERK . . . on written requisition of the teacher, viz.: Clocks, brooms, dusting cloths, wash basins, water buckets, drinking cups, dustpans, matches, ink, ink bottles, pens, penholders, pencils, crayon chalk, writing and drawing paper, handbells, coal buckets, wood boxes, shovels, pokers, soap, towels, thermometers, doormats, paint, window panes, window shades or shutters, disinfectants, garbage cans, and outside locks for outhouses."—School Law of California, 1917, page 329.

BIDS WANTED

Bonds for $30,000 for enlarging schools, voted at Albuquerque, New Mexico.

Election for $50,000 bonds for High School Auditorium will be held at Santa Ana, Calif., in September.

New Catholic school and church will be erected soon in Mexican District of San Bernardino, Calif. The Reverend Nicholas Conneally in charge.

Architect W. H. Weeks, San Francisco, has been awarded contract for plans for $250,000 Marysville school buildings.

Glendale, Los Angeles, has voted $100,000 for schools.

Bond issue of $7,000,000 is being discussed by Los Angeles Board of Education.

Bonds for $250,000 for school buildings have been carried by San Bernardino.

Reinforced grand stands and locker rooms with new high school building to cost $200,000, will be spent by Pasadena.

Monterey School District has voted $100,000 for schol buildings, furniture and apparatus.

Analy Union High School District has voted $35,000 for school building and apparatus. L. G. Scott, D. D. Sinclair, K. Boude, J. C. Bennett and J. Burroughs are the trustees.

Tulare, Calif., Board of Education is seeking plans in San Francisco for new school building.

Antioch School District Trustees ask for $100,000 for new schools.

Modesto, Calif., will vote on a $350,000 bond issue in September.

Winters, Calif., will hold election next month for $40,000 for grammar school.

Pinole, Calif., will install a manual training department in its Hercules School.

Madera School Trustees, G. M. Shedd, secretary, want bids for building a union high school.

Tomales High School, Mill Valley, Calif., is installing a manual training department with five teachers.

Clovis, Calif., has voted $100,000 for new high school.

Modesto, Calif., will vote on a bond issue for $175,000 next month. C. R. Gailfus, E. M. Hazen, C. A. Hansen and J. W. Cyler are the trustees.

The University of Nevada at Reno will spend $100,000 on buildings. Architect F. J. DeLongchamp of Reno, Nevada, has the plans.

Fifty thousand dollars will be spent for new school building at Davis, Calif.

One hundred and forty thousand dollars will be spent by the Hollister school trustees for high school equipment. Architect A. E. Weeks, of Watsonville, Calif., has the details.

Brawley, Calif., has carried a $50,000 bond issue. Architect Wells of El Centro.

Compton, Calif., High School trustees have voted $30,000 for a manual arts building and equipment.

WESTERN SCHOOL NOTES

The La Jolla Parent-Teachers' Association has adopted resolutions in favor of Mrs. Ula Chalmers Whiffle, the school teacher whose resignation was asked by the Board of Education because her husband was a self-confessed polygamist. Her work as a teacher has been highly commended.

Superintendent Geo. A. Dickson of Newcastle, Penn., has been elected to succeed E. J. Shives of Oceanside. Prof. Shives goes to the Santa Ana High School. Superintendent Dickson is a man of unusual integrity of character and ability as an educator. He loves California and it is to be hoped that he will secure a position commensurate with his ability.

Prof. Wescott will be the principal of the high school at Santa Ynez.

It is reported that the text book appropriation of $400,000 will fall far below the amount needed for 1919 and 1920. The increased cost of paper, increased cost of wages will make it impossible to supply all the text books required by the 602,000 school children of California. It is a very unfortunate condition that the school children of the State will not be adequately supplied with new geographies, new histories and new arithmetics. It is fortunate indeed that all publishers are considered a part of the system these days, and new books with a cost that is infinitesimal as compared with the total cost of education, may be secured for the use of the schools. Children should be given the best possible tools in manual training, and the best possible text books in arithmetic, geography, history, etc.

Superintendent J. D. Sweeney of Red Bluff has secured Mr. King as principal to succeed Paul Henderson, who goes to Los Molinos as principal.

There is a movement to establish a university at Long Beach by the Christian churches with an endowment of $1,000,000.

Superintendent S. M. Chaney, Superintendent Roy Good, Superintendent Edwards, Superintendent Horn and Superintendent Cunningham all report a serious shortage of teachers for the fall term.

Superintendent H. B. Wilson of Berkeley has been on a lengthy tour in Colorado, Kansas and other states.

Miss Mary D. Brown was appointed principal of the Lawrence school, San Mateo. She will succeed Miss Elsie Northrup, who resigned as principal of the Lawrence school to take a place on the San Mateo Union High School faculty. Miss M. Duer will take the place at the Peninsular school, vacated by Miss Brown.

Among the new teachers in Santa Rosa High School next term will be Clyde L. Wolf, dean of the junior college and head of the mathematical department; Mr. J. C. Howes, head of the history department; Mr. R. W. Decker, head of the commercial department; Miss Madeline Coffee will also be in this department, replacing Miss Wenk. Miss Willoughby will replace Miss Minette McKay in the general science course.

Superintendent Fred Hunter spent part

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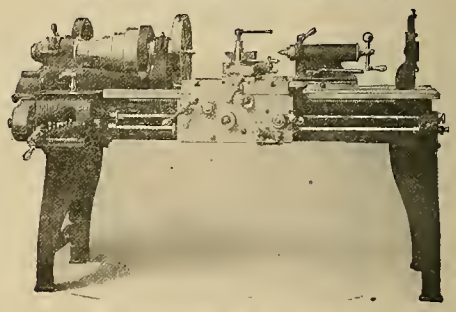

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of the summer vacation at Columbia University, New York.

Ray C. Olmstead will be the new principal of the Cloverdale High School.

Mrs. A. M. Barrett has resigned from the Watsonville schools to accept the principalship of the new consolidated grammar school at Covalites.

C. W. Hoffman is the new principal of the Fortuna High School. He recently visited the University Farm at Davis to secure a teacher in agriculture.

WESTERN SCHOOL NEWS

Superintendent William L. Nida, superintendent of the schools of River Forest, Ill., and author of "Dawn of American History, City, State and Nation," "Story of the War" and "Sidelights of the War," with his wife, who is also an author and writer of note, spent their vacation in San Francisco and Berkeley. They will probably locate in the near future in California and will be a great addition to our educational leadership.

William B. Fuller of the University of Maine has been elected superintendent of Portland, Ore. Carrol G. Pearse in the American School speaks of him as being a man of fine administrative ability.

P. A. Getz, who after a distinguished educational career in the Northwest, retired, is again engaged in educational work as professor of history in one of the leading schools in Portland, Ore. As an institute lecturer on pedagogy and psychology he was without an equal in logic, in cleverness of statement and dramatic presentation of the subject. As president of the Ellensberg State Normal School he laid the foundation deep and strong for the better preparation of teachers in the Northwest.

Superintendent Alfred Roncovieri has appointed Miss Bertha E. Roberts deputy superintendent of schools of San Francisco. Miss Roberts as principal of the Jefferson school achieved a fine reputation for efficiency. She is a writer of ability. Her review of the autobiography of Henry Adams in a recent issue of the "Bulletin" attracted much attention on its clean presentation of the salient points of the book.

George Gallagher, president of the San Francisco Board of Education, has resigned a $3000 a year position to accept a position with a private firm of $6000 per year. He gave to the schools full, true service of his splendid executive abilities, but felt that he could no longer make the sacrifice. The Board of Education of San Francisco with its creation of a practically new plant, with new problems of vocational education, part time, Americanization, and rapid growth and expansion in every direction, faces a rapid evolution of the schools. The present Board of Education, with the co-operation of the superintendent and his deputies is working along progressive lines.

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List of Selections and Authors

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Wave Motion and Light. By E. Percival Lewis, Ph.D., Professor of Physics, University of California, Berkeley, California.

Heat. By Charles E. Mendenhall, Ph.D., Professor of Physics, University of Wisconsin.

Electricity and Magnetism. By Albert P. Carman, A.M., Sc.D., Professor of Physics, University of Illinois, Urbana, Ill.

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BOOK NOTES

O. J. Kern of the U. C. College of Agriculture has just issued outlines on the School Garden and Vegetable Growing Products, and outlines of Course of Instruction for Nature Study in the Rural Schools of California. These publications are along topical methods and are of unusual value to teachers and pupils. They must be studied to be appreciated. Professor Kern has performed a valuable service to the State. Send to him for copies for examination.

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Vol. XXV, No. 9 SAN FRANCISCO, SEPTEMBER, 1919 Price, 15 cts.

MEETINGS

Bay Section the California Teachers' Association; Wm J. Cooper, President, Oakland, Cal.; W. L. Glascock, Secretary, San Mateo, Cal.

Northern California Teachers' Association, H. G. Rawlins, President, Willows, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the California Teachers' Association; R. B. Leland, San Jose, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone.

The Western Journal of Education

HARR WAGNER, Managing Editor.
CHAUNCEY M'GOVERN, Associate Managing Editor.
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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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TO THE SCHOOL CHILDREN OF THE UNITED STATES

Two years ago, as President of the United States and as President of the American Red Cross, I addressed to you a letter in which I advised you to enroll in the newly-organized Junior Red Cross, and I explained to you some of the ways in which the Junior Red Cross would help you to be useful to your country and to the children of those countries which were associated with us in a great war against a powerful enemy. Millions of you did join the Junior Red Cross and worked hard and what you did is warmly appreciated by the whole country.

The Junior Red Cross will instruct you in ideals and habits of service, will show you how to be useful to your school, how to aid the older people in your community in their efforts to promote the health and comfort of the people among whom you live, and how to help children who are still suffering from the effects of the great war in foreign lands invaded by the enemy.

* * *

Your education will not be complete unless you learn how to be good citizens, and the Junior Red Cross plans to teach you simple lessons of citizenship through its organization and its activities. It is your generation which must carry on the work of our generation at home and abroad and you cannot begin too soon to train your minds and habits for this responsibility. By doing what you can to make happier the people of your own neighborhood, your state, your country, and also the people of other lands, you will make yourselves happier.

(Signed) WOODROW WILSON.
Sept. 20, 1919.

Picture of William John Cooper, President of the Bay Section of the C. T. A., who has arranged a remarkably fine program. He is a forward looking man just inside the door of opportunity and whose experience in war service and in school efficiency will lead him spirally onward.

CALIFORNIA TEACHERS' ASSOCIATION—BAY SECTION

Meeting, Oakland and Berkeley, October 14 to 18, Inclusive

Superintendent William John Cooper is arranging a great program for the Bay Section, C. T. A. He has secured as special speakers Wm. McAndrew, assistant superintendent, New York City schools; Ella Victoria Dobbs, department of education, University of Missouri, also president of National Council of Primary Teachers, specialist; Dr. Harold W. Foght, president of Northern Normal and industrial secretary of South Dakota, expert on rural education; Professor Allan Abbott, professor of the teaching of English, Teachers' College of Columbia; President Wilbur of Stanford; Will C. Wood, Superintendent of Public Instruction, and Stanley B. Wilson, the orator of the State Board of Education.

There will be a large attendance, as San Mateo, Alameda, Contra Costa, Marin, Berkeley and other districts will hold joint institutes at the same time.

"Those who think that this country is in no danger of ever becoming militaristic will have hard work to explain the following in parallel columns:

Appropriated by Congress for military drill in high schools and colleges for year ending June 20, 1920: $4,000,000.

Appropriated by Congress for general education through the Bureau of Education for the year ending June 20, 1920: $524,600.

JOTTINGS OF A TRAVELING BOOKMAN

W. M. Culp

The question of the democratization of our schools so that we shall have perfect unity and accord between the supervising forces, the teachers and the students, is a live problem in large school systems. The real essence lies in the attempt to find a means by which the ruling authority can act in agreement with the will of the majority. This is partly solved by having certain teaching units elect representatives and these representatives confer with those in the executive offices. However much teachers may loathe being supervised, it is hard to see how any complex school system can be run without having those to give orders and those to carry out set policies. The attempt to control the policy of a school system through the expression of the will of the majority is perhaps the theory excellent. It all depends whether that majority has sufficient foresight. But at all events, no school system advances faster than the majority of its teachers desire it.

The resignation of Supt. Albert Shields from the superintendency of the Los Angeles city schools has led to many rumors as to his successor. From present indications the place will be filled by a person who has grown up in the Los Angeles system and is thoroughly alive to its problems. There seems little likelihood of an Eastern educator being called to the position.

The various teacher organizations in Los Angeles city, some nine in number, are in the process of organizing into a city federation. Through this central organization the teachers will work together to bring about needed changes. The teachers of Los Angeles as a whole are opposed to unionism. They are attempting to gain their ends without affiliating with labor organizations. If there is no other way out that will be their final step. So far the problems are being solved without resort to unionism.

Chas. S. Thompson, head of the science department of the Sentons Intermediate School, Los Angeles, is an exceptionally versatile teacher. He is an ornithologist, a collector of birds' eggs and a dealer in stamps. As a stamp collector and dealer he earns more money per month on the side than he receives teaching, and his students receive the benefit of his knowledge of his hobbies.

Herbert F. Clark, who handles history and vocational guidance courses in the Sentons Intermediate School, Los Angeles, has an exceedingly happy faculty of getting his students to reproduce in excellent written form the story of the material covered in class work. The work done shows a grasp of history and ability to reproduce ideas that is exceptional.

Mr. R. B. Haydock, superintendent of the Oxnard schools, is a rare talker when he gets started on educational subjects.

The Oxnard High School, under Mr. W. D. Bannister, is doing excellent work in physical education. They have a simply built but very usable gymnasium unit.

F. A. Wagner, principal of the Ventura High School, has a much larger student body this year. He has an excellently constituted course of study of nine divisions that meet the requirements of the State Board of Education for graduation and for entrance to all the courses of the University of California and State normal schools. Mr. Wagner was one of the first to call to Will C. Wood's attention the joker in the Americanization law. It reads that individuals shall receive instruction who cannot read, write or speak the English language. The word "or" makes all the difference in the world. There are very few people in the State who can't do one of the three things. Consequently, if the law is interpreted with or, very few individuals will be reached compulsorily.

A. L. Vincent, superintendent of Ventura city schools, has quite a problem on his hands in regard to the construction of a new school building in the western portion of the town. The land is all built up and it would mean the buying of two blocks of houses. The owners have seen the situation and the valuation of their property has soared, and each week's delay sees further rises.

Eldon Ford, head of the science department of the Santa Barbara High School, is a golf enthusiast.

Paul Stewart, superintendent of Santa Barbara schools, has acquired an exceptional facile vocabulary in explaining the compulsory attendance law. I was in the office when he was explaining the law to a Spanish gentleman who received three dollars per day and had nine children.

Clarence L. Phelps, president of the Santa Barbara Normal, will probably give an Americanization course to his teachers. Mr. Phelps believes that in order to thoroughly understand our American institutions and ideals we must have a thorough foundation of knowledge on the growth of institutional government and law. He intends to present this material singly and then correlate it with our present government. Americanization to him means an explanation of our institutions through a knowledge of the evolutionary process through which they arose.

The Santa Barbara Normal will have a training school this year by using one of the city schools.

Mr. Frederick Horridge, director of manual and industrial arts at the Santa Barbara Normal, is ranked as one of the best instructors in the United States.

Mr. R. C. Lyons, who was in industrial chemical work in the Middle West, is handling chemistry, biology and general science in the Santa Barbara High School.

Santa Maria grammar schools, under the superintendency of Mr. W. C. Conrad, are expanding at a great rate. The city has some five schools and 560 pupils, which is going some for a town of 2500.

Mr. Arthur Walter, superintendent of Salinas schools, is busy reorganizing the whole city grammar school system and is attempting to put in the departmental system.

Mr. Arthur S. Pope, principal of the Santa Maria High School, has charge of a school that is going ahead rapidly. Additional acreage has been secured and the intention is to put in an excellent athletic field and gymnasium. A new high school building is in contemplation and probably will be started the first of the year. The Santa Maria High School has one of the pleasantest, well-groomed grounds of any school in the State.

At Lompoc Miss Lillian P. Williams is principal of the high school. She is the only woman high school principal in Santa Barbara County. She has a fine group of Western-trained teachers assisting her.

Government Bulletin INDUSTRIAL ART A NATIONAL ASSET recently issued says on page 12

WE have been selling our resources on the bulk basis. It is said the United States sells 2,000 pounds of goods per $100, England sells 1,000 pounds of goods per $100, France sells 400 pounds per $100, and Germany sold 30 pounds per $100.

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Mr. Homer Martin, principal of the Santa Barbara High School, is making a success of his work and is liked by all.

Mr. L. D. Brode, head of the vocational school in Santa Barbara, is doing fine work with his bunch of youngsters. His school is a regular work shop and the boys learn through experience.

The Santa Monica schools, under Mr. Horace M. Rebok, are crowded and an excellent school year has started.

At Paso Robles Mr. H. F. Clark, the principal, has arranged a course of study that he hopes to follow for several years. He aims to do away with the usual schedule worry of the average school.

Salinas High School, under Mr. E. L. Van Dellen, has entered upon a most progressive year. The bond issue for $250,000 has passed and the coming year will see the construction of the plant. Salinas High School has a fine bunch of young men instructors in Messrs. O. B. Schofield, Neil O. Best and R. E. Goble.

Mr. F. E. McReynolds, principal of the King City High School, comes from the Mississippi Valley, where he has had considerable experience as a supervisor in Kentucky, Tennessee and Oklahoma. Mr. McReynolds has done considerable institute work. He enjoys the freedom of our Western schools.

Mr. Clarence O. Clark is principal of the King City Grammar School. Improvement work to the amount of some $32,000 is being done to the school building. Additional class rooms and an auditorium are being constructed.

Miss Anne Hadden, librarian of the Monterey County Free Library, had an exhibition of new and useful books at the County Fair held at Salinas.

Miss Beatrice Gawne is the cataloging expert in the Monterey County Free Library.

Mr. T. S. McQuiddy, superintendent of the Watsonville schools, is seeing that increased Americanization work is being done in the evening schools. Physical education work is being handled by two teachers who devote all of their time to the work. A course in dramatics has been introduced.

The Santa Cruz schools continue to forge ahead under Superintendent John W. Linscott.

The high school under Mr. G. A. Bond had a great jump in attendance this year. The increase was over thirty-three and one-third per cent.

The Santa Cruz High School has been presented with the collections of the city museum. As a consequence Miss Mabel Sharp of the biology department is one of the best equipped teachers in the State for the carrying on of her work.

Miss Mabel Coulter, librarian of the San Benito County Free Library at Hollister, has quite a task in furnishing new books to her schools as called for by the new county course of study.

Gonzales High School, under Bert M. Carner, graduated twelve students last year. Six of them are now attending the University of California. Which is some record. Mr. Carner's high school has so increased in numbers that additional space is needed and other bungalows will be added to the existing group.

Mr. E. E. Brownell of Gilroy has secured the services of Mr. L. M. Bloss for carrying on of the agriculture and Smith-Hughes courses, which are to be inaugurated this year. Mr. Brownell has thoroughly recovered from his auto accident and expects a very successful school year.

Mrs. Nellie M. Chope, principal of the San Jose Evening High School, gives the course in citizenship. The San Jose Evening School has increased to be one of the largest in the State.

Second Year Book of the Division of Educational Research. Robert H. Lane, Director.

This is a document of 152 pages, edited with care and ability, and discusses the Self-Survey in the Elementary Schools. It takes up in detail texts in primary arithmetic, in reading, in language, in geography, etc. Chapter III takes up administrative studies; the relation of age and grade. Chapter IV, the work of committees. Pages 108, 109, 110, 111 and 112 will be especially interesting to librarians. The topical narratives on pages 122, 123, 124, 125, 126, 127, 128, 129, 130, 131 and 132 are absolutely creative of thought and, like Fairbanks' Method Problem in Geography, are sure to lead to improvements in teaching subjects. The pages on Rubber are also of unusual interest, and show most careful technical detail in presentation. Every progressive school man will welcome this document and should send to Robert H. Lane for a copy.

TEACHERS' MEETINGS

The following are among the institutes that will be held in October: Plumas County, superintendent, Kate Donnelly, September 29 to October 2; instructors, Roy Cloud, Harr Wagner and Margaret McNaught. San Mateo, superintendent, Roy Cloud, October 3 to 17; instructors, Wm. McAndrews of New York, Mark Keppel, Harold Foght of South Dakota, Harr Wagner, and others. San Benito, superintendent, W. J. Cagney, October 20 to 24. Bay Section, C. T. A., W. J. Cooper, president, W. L. Glascock, secretary, October 14 to 17; Oakland and Berkeley. Great speakers. Great meetings.

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Southern California Section

HERBERT F. CLARK

LOS ANGELES SCHOOLS BEGIN NEW YEAR

Los Angeles teachers, some 3000 strong, began the work of a new school year on September 2. Such a group of people assembled for a new consecration to the work at hand is indeed an inspiring sight. The initial meeting, held in Temple Auditorium, was fraught with significance for the new year. The president of the Board of Education gave a few timely remarks, and another member of the board explained some of the difficulties met in financing such a large institution. The chief feature of the meeting was an address by the retiring superintendent of schools. He made a plea for a more practical education. He told the teachers of his resignation as superintendent and thanked them for their hearty cooperation.

THREE BOOKS FOR SCHOOL PEOPLE

When we get weary of the many fads and fancies of modern school tendencies and want to get back to fundamentals, it is well to get down our Herbert Spencer's Education and read his chapter on What Knowledge is Most Worth.

If we get lost in the mazes of educational philosophies and lose sight of the real purpose of education, it isn't a bad idea to get C. Hanford Henderson's Education and the Larger Life and read it clear through.

If we are floundering around, not knowing whether or not we are meeting a real need, it is well to read the experiences of Angelo Patri as told in his book, A Schoolmaster in a Great City.

We need the foundation stones that Mr. Spencer has laid for us; we need the stimulation of a wholesome philosophy as that expressed by Mr. Henderson; and we cannot avoid the enthusiasm and practicality so simply portrayed by that American-Italian, Angelo Patri.

RECONSTRUCTION—1919-20

When the school year opened in 1918, the world was in the throes of the worst war in history. Our boys in khaki were crossing the Atlantic by thousands. Germany was rallying for her last death struggle. All eyes of Europe were turned toward America for salvation.

In America we prepared for the worst, and our eyes scanned the casualty list with hearts burning with anxiety. Our schools were well organized and prepared for tremendous possibilities in conserving the strength of the nation. The one united purpose of education was to "win the war" in the shortest possible time, with the least possible sacrifice of human life.

In the one short year, the supreme purpose has been realized, most of our boys have returned from Europe, a treaty of peace is about to be consummated, and our whole thought now is turned toward reconstruction and the making of a better nation out of the experiences of the past.

American schools are justified in taking considerable credit for the tremendous part our young men played in that great drama. Our boys exemplified in a striking way some of the fundamental principles of modern education. They knew how to lead or be led. They yielded to a universal conscription with a magnanimity and speed that astounded ourselves as well as the world. They showed in their camp life, in their training, on the field of battle, an initiative coupled with a co-operation that shot awe and fear into the German heart. Germany's long-boasted, world-heralded efficiency and self-sufficiency soon faded in the face of America's startling ingenuity. Our boys typified the best elements of our modern education. In spite of restrictions, and inadequate opportunity for the proper development of large numbers of our children, yet it was easy to see that the dominating elements of our best educational thought manifested themselves in the training and service of our men who yielded to our country's call and vindicated our national honor and ideals.

It is true that we found that the ingredients in our "Melting Pot" had not all amalgamated, and part of the blame for this may be laid at the door of the school room. We will need, therefore, in our educational procedure to keep this in mind and seek to avoid this condition. We may need to eliminate some of the elements already in the pot; we certainly need to be more careful what we let come into it; and finally, we will need to stir the contents more vigorously or increase the fires that bring about amalgamation. This last process lies pretty much with the school people of the nation. Our schools need to arise to a more cosmopolitan viewpoint, and so adjust our school activities that they will become the schools of all the people.

NATIONALISM VERSUS INTERNATIONALISM

It is easy to understand how large numbers of people fail to see the need for a newer viewpoint in world affairs, and to be influenced by and misled by the machinations of great newspapers and political leaders at this time in our nation's history. Most people are not students of universal history.

It is difficult, however, to understand how men who are supposed to be educated; men who have the ability to become great editors, or hold prominent places of trust, can fail to see that from now on we need to think in world terms, need accept a world philosophy of life, need to plan for world organizations, develop a universal sociology, a world political economy, espouse a world religion, begin the organization of a universal civilization. One is inclined to believe that these men now so vociferous about nationalism as against internationalism are either ignorant of the great evolution of mankind, or are using this specious argument to defeat the League of Nations through some personal grudge, or from political ambitions to retain or ride into power on the proverbial "gullibility" of the American people.

No intelligent student of universal history can fail to see a continuous growth from the extreme individualism of barbaric tribes wandering from place to place, driving out by sheer physical force their less powerful neighbors, to the present complex modern civilization bound together by all sorts of economic interests, of transportation, of commerce, of language, of common ideals, of one great similar human heart embracing every nation, every human being on the globe. With the history of mankind for the past fifty thousand years in almost complete view, there is no escape from the conclusion that there reigns a common purpose through it all, beyond the power of man to control, and that the whole process points to an ultimate unity of human interests, a single race, if you please; a civilization common to all mankind. One cannot fail to see further that this process has been accelerated a thousand fold in the last fifty years, and that the struggle we have just gone through forces the conclusion beyond all shadow of doubt. The only plausible explanation for Germany's horrid conduct in the past four years with this world conception in mind, is that seemingly unexplainable tendency for present forms to revert to some ancestral characteristic. Germany reverted for the time being to her nomadic, barbaric stage and began again a career of plunder and brigandage. She failed in this attempt because she tried to turn back the whole process of evolution, and the men of our nation today who are preaching an isolated nationalism will fail just as surely, because they, too, are attempting to thwart a process toward a world conception of human interests as inevitable as the development of the earth's structure, or the evolution of the life forms upon it.

The kind of internationalism that our President stands for, that our ex-President Taft has so ably advocated, that the best informed leaders of our nation and the world are hoping to see realized, involves this world conception of human progress and accepts now as the time for its recognition, and believes the present plan for a League of Nations to be the best possible device for such acknowledgment and possible working plan for its realization.

This doesn't mean that we are to lose our identity as a nation any more than a state loses her identity in this beloved country of ours, or a citizen loses his identity in his community, or a child his in a home. But it does mean that we as a nation are going to rise to that larger conception of world affairs, accept the responsibilities arising therefrom and go forth under a new banner, recognizing as never before the brotherhood of man and the fatherhood of God. Only in some such way as this can the sacrifice of our beloved heroes be justified.

SUPERINTENDENT SHIELDS RESIGNS

That the official term of so many of our superintendents is so short and seemingly unsatisfactory is a problem of no mean consideration in educational affairs. It is safe to say that at least 25 per cent of the superintendencies in California change incumbents every year. Just why this condition should be, no one seems to know. Nor do we find in educational literature solutions to the problem. The Los Angeles superintendent has been in office but three years. He came to the position with some very definite notions as to how a school system should be conducted. He was given

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considerable authority and leeway to carry out his ideas. Now, at the end of three years, this influence is to be changed and other ideas carried out. Such changing conditions cannot in general be helpful to educational progress.

It is easier to see under given conditions what is best not to do than what is best to do. We are yielding too readily to the imposition of a single individual's notions upon the notions of a larger group. Our plan of hiring a superintendent and then giving him free reign breeds this kind of condition. Boards of education are inclined to throw upon the superintendent considerable responsibility, and attempt to clothe him with authority that rightfully rests upon their own shoulders as representatives of the people. This works well enough in the beginning, and provided the superintendent is strong enough and tactful enough to get away with it. But when dissatisfaction comes and search is made for the actual seat of responsibility, it is usually found to reside in the board of education rooms rather than in the superintendent's office. It then becomes comparatively easy for the superintendent to withdraw and leave the problems initiated by him for the board, the administrative forces, and the teachers to solve.

A possible safeguard against this sort of condition would be for a cabinet to be formed representing the various phases of school work, which cabinet should sit with the board of education in all its deliberations. This would insure the development of a rather permanent policy in the management of school affairs and avoid the readjustments contingent upon changes in the superintendent's office.

The cause of education needs leaders of progressive ideas; teachers crave leadership in the work they are doing; some kind of program needs to be carried out that will encourage men of vision to accept the responsibilities attendant upon leadership and at the same time protect school systems against radical adjustments arising out of transient superintendents.

Miss Veda Brown has been elected supervisor of music of San Bernardino to take the place of Mrs. Alfa Wood Anderson, who was elected in Los Angeles.

A group of Los Angeles city teachers has asked for a charter from the American Federation of Labor. It has stirred up a lot of agitation and discussion.

The San Jose State Normal School trustees elected the vice-principal, Wilson, as acting president. It is reported that Dr. E. R. Snyder was offered the presidency, but declined on account of his desire to get across with his large-visioned program on vocational education.

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A DISCUSSION OF REPORTS FROM THE SUPERINTENDENTS' ANNUAL REPORT, OAKLAND, CALIFORNIA

A superintendent's report should be much more than a personal advertisement. It should not be merely the defense of an administration; nor the organ of partisan school propaganda; nor yet a traditional re-hash of meaningless statistics without aim or purpose.

It should be addressed mainly to three groups of people. First, the patrons and public supporting the schools. To them it should be an appeal, a stimulating and a standard-setting statement of ideals to guide them in intelligent thinking concerning the ends and methods of public education. Second, it should be addressed to the teachers. To them it should represent a crystallization of the ideals growing up within the system and a general statement of the professional aspirations of the teaching body. The third group of people to whom such a report should be addressed is made up of the members of the teaching profession as a whole. To this group a report should be a summary of the results of scientific experimentation and investigation as a continuous process carried on in the regular work of the schools.

As an appeal to the public supporting the schools, the superintendent's report should be a part of a general publicity program. No system of public education can accomplish its greatest purposes unless it develops as the result of an intelligent forward-looking public sentiment. School programs too often meet utter failure and school administrations fail because progressive leadership does not continually keep itself in touch with the public. Progress in a democracy cannot be permanent if carried on only by a few selected leaders. It must be supported by a general body of public sentiment. Consequently, educational leaders cannot afford to launch forward-looking progressive programs without a general publicity plan as a part of the whole scheme. Such a publicity plan must not in any sense savor of personal or political advertising. It must be a sincere, definitely planned and consistently sustained effort to keep the public enlightened upon the aims, methods and cost of the school program.

As a part of such a plan, then, to carry the public with the school administration, the superintendent's report may be an effective factor in the creation and maintenance of a generally high standard of knowledge on the part of the public of school purposes and school procedure. To do this, such a report should be an attempt to appraise at its true value the work of the schools. There must be no attempt to gloss over and lessen errors and failures. Situations as they are must be frankly faced, and the public frankly informed of errors that have been made and of the weaknesses in the present system of operation of the schools. The report must be throughout an evident attempt to get at the truth and to find and point out the best method possible for attaining the greatest school results in the most efficient way.

They ought to expect in their school system the following characteristics:

a. The schools should be adaptable to the varying needs of community life within the community itself and to the constantly

The Beacon News Column

Oregon Superintendent Urges Teachers to Use the "Beacon Wall Readers" or Charts

County Superintendent G. W. Ager of Jacksonville, Oregon, a most progressive superintendent in one of the largest counties of that state, has recently sent to his teachers and school officials a printed six-page circular letter containing much information and advice that will be found sound and helpful.

Among other things, Superintendent Ager urges an increased high school enrollment, a cleanup campaign, the purchase of a larger number of supplementary reading books, greater co-operation on the part of teachers and parents in order to prevent epidemics and the spread of contagious diseases, a more careful enforcement of the compulsory education law, etc.

California teachers and superintendents will be especially interested in reading what this Oregon superintendent has to say concerning The Beacon Charts. He writes to his teachers as follows:

The Beacon Charts

The Beacon Wall Readers, or Charts as they are usually called, should be secured by every school having one or more children in the first grade. The Beacon Method of teaching reading which has been adopted by our State Text Book Commission is quite generally conceded to be one of the very best methods now in use. The approach to the art of reading by this system is through the Phonetic Chart with its accompanying phonograms and cards, and through the Reading Chart or large Wall Reader with Perception Cards of sight words. This entire set, including holder, is listed at $6 by Ginn and Co. of 20 Second Street, San Francisco, and will be sold to board members at the usual 20% discount, plus postage of about 24 cents. It may also be secured from book dealers in Medford and Ashland, and possibly from other local dealers in school books.

Teachers in schools having a beginners class should consult with board members at an early date regarding the matter of securing this set of charts or wall readers. It should not be confused with the ordinary school chart usually sold at fabulous prices by agents, and which is often of but little or no use in the school room. A teacher without the chart and supplementary readers for her classes is just as much handicapped as a carpenter would be without tools with which to work. Teachers should put this on the list of essentials.

This office will supply all primary teachers with a little booklet called the Beacon Method. It contains a detailed course of study and other valuable suggestions regarding this method of teaching reading.

GINN & COMPANY, Publishers
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changing character of those needs from time to time.

b. Socialization of method and of organization to make use of individual tendencies and of individual contacts within the groups, and organization to keep such groups and individuals closely in touch with their places and spheres in community life should characterize all public educational institutions.

c. The scope of the public schools should extend beyond the traditional limits as worked out in previous years and expressed in the laws of most of our States. The scope of public education should extend upward through mature life and downward to the nursery, if community need demands.

d. The public schools should develop within their organization the means of self-appraisal and self-measurement.

A report of a school superintendent should arouse in his community a general chorus of mental questions—Do our schools meet these standards?

The following were elected as members of the executive committee of the San Francisco Americanization Council: Mrs. M. J. Brandenstein, 1916 Octavia street; Miss Alice Rose Power, care Board of Education; Mr. F. N. Belgrano, 2 Columbus avenue; Mr. John Daley, care San Francisco Labor Council; Mr. E. J. Dupuy, 152 22nd avenue, San Francisco, California.

The Sierra Educational News, featuring the Yosemite Convention of Superintendents, is an unusually fine number. Editor Chamberlain and James A. Barr are to be congratulated in presenting to the teachers of the State such an excellent number.

The sudden death of C. H. Greenman of the Lockwood School, Oakland, came as a shock and surprise to the educational world and the people of his community. Mr. Greenman died suddenly while at his work. He had been principal of the Lockwood School, Oakland, for many years, and was loved and respected by all.

HEALTH EDUCATION

Aloysius Larch Miller, in the September issue of The Oklahoma Teacher, says:

"State-wide attention has been attracted by the success of the classes in Home Hygiene and Care of the Sick which have been taught during the summer term in the six State normal schools in Oklahoma. This course of study, which is promoted by the Red Cross, is one specific answer to the question as to what the Red Cross is going to do in times of peace. The American Red Cross has come to the conclusion that human health is no longer a local business. They are going to treat it as a great national business.

"To further universal health education and protection, the Red Cross is urging the extension of this course in Home Hygiene and Care of the Sick, and believes that it should be made available to every young woman in high school and college and to the older students in the rural schools."

The State of Washington has put Home Hygiene and Care of the Sick in the eighth grade, Pupils' Reading Circle. Oregon textbook commission provided for it in the high school, and new courses in Fruit Acid and kindred subjects affecting the health of the community are being established in the California schools. Health, not based on drugs, but on sanitary conditions and right living, should be of prime importance to every school district.

NEW BOOKS

Harr Wagner Publishing Company
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Civil Government Simplified, by J. J. Duval; revised by Senator M. B. Johnson. Price, paper, 40 cents; board, 60 cents. Treats of our State government; seventh and eighth grades.

Topical Geography of Europe According to the Problem Method, showing changes brought about by the World War; H. W. Fairbanks. Price, 50 cents, paper; 75 cents, board; for seventh and eighth grades Ready December 1.

Forward Looking Lessons in U. S. History; Up-to-Date! Alive! By W. J. Savage. Book I, for seventh grade, 50 and 75 cents; Book II, eighth grade, 75 cents and $1.00.

Merit Receives Prompt Recognition

California educators have been quick to appreciate the value of

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as the following record of adoptions shows. Over seven thousand copies have been sold since May 1, 1919, to the following California cities and counties:

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Bookkeeping

Bartholomew's Bookkeeping Exercises, Part II.

Shorthand

Gregg Shorthand Manual.
Gregg Speed Studies.
Gregg Progressive Exercises.
Gardner's Constructive Dictation.

Typewriting

Rational Typewriting.

Salesmanship

Spillman's Personality.

Law

Whigam's Essentials of Commercial Law.

Spelling

Words: Their Spelling, Pronunciation, Definition and Application.

Business Methods and Office Practice

Office Training for Stenographers, with Exercises.

Rapid Calculation

Birch's Applied Business Calculation.

Arithmetic

Walsh's Business Arithmetic.

INTERMEDIATE SCHOOLS

English

Serl & Pelo American Ideals.

Stenography

Gregg Shorthand Manual.
Hunter's Graded Readings in Gregg Shorthand.

Bookkeeping

Lockyear's Bookkeeping.
Bartholomew's Bookkeeping Exercises, Part I.

We received too late for the July listing the book you have been anticipating—LAING'S AN INTRODUCTION TO ECONOMICS.

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GEOGRAPHY AT THE SUMMER SESSION OF THE UNIVERSITY OF SOUTHERN CALIFORNIA

The outstanding feature of the geography work given at the summer session of the University of Southern California the past summer was the actual demonstration with a class of children of the advantages of the revolutionary methods advocated by the instructor, Dr. H. W. Fairbanks, author of New Topical Geography of Europe, According to the Problem Method.

For a period of two weeks the high and low fifth grade classes, including together about fifty children from the Jefferson School, city of Los Angeles, were in daily attendance. The children occupied one-half the lecture room, with the student teachers the other half. The children maintained the best of order, were but little, if any, embarrassed by their strange surroundings, and were remarkably responsive.

The lessons began with the city of Los Angeles and the region about it with the object of leading the children to understand clearly how the settlement, agricultural and industrial development were dependent upon climate and surface. The lessons on home geography dealt with relations largely open to observation. With the aid of the new Relief Model of California the children then studied the relationship between people and their environment in other parts of the State. Next came two lessons upon the Continent, one centering upon an imaginary journey from San Francisco to New York and the other dealing with the Mississippi Valley. The physical map of North America was used with these two lessons.

Two lessons at the close were devoted to Europe. The interesting thing about the last lesson, which centered in Spain, was that the children, as a result of their training in home geography, were able, with the aid of a good physical map and under skillful questioning of the instructor, to deduce for themselves the most important geographic conditions under which the people of that country live.

The whole series of lessons demonstrated Dr. Fairbanks' view point, namely, that to obtain vital results in geography teaching the current memory methods must be abandoned and the children taught to think. To be able to reason and think they must first be thoroughly grounded in home geography. To lay this foundation of experience necessitates devoting a much larger proportion of the time allotted to geography to a study of the environment.

When children have gained a real working knowledge of life conditions in the region where they live, they are capable, when supplied with the necessary physical maps, of reasoning out the important geographic relations existing in any part of the earth. The memorizing of facts without the basis of experience cannot lead to any true or permanent knowledge of world relations.

Hugh J. Baldwin has been mentioned as the successor of John F. West as superintendent of San Diego.

Supt. Chadsey of Chicago, who was recently elected superintendent of the city of Chicago at a salary of $18,000, has been replaced. Even in cities where superintendents are appointed, boards of education and the schools are dragged through the political whirlpool.

FORMER ASSISTANT SUPERINTENDENT RECEIVES WORD OF APPRECIATION

A resolution commending his "long, kindly and sympathetic dealings with the teachers and pupils of the Los Angeles city schools, through a life-time of unselfish devotion to human interests," was sent by the Board of Education to Marcus C. Bettinger, former school superintendent.

The resolution, adopted at a meeting of the board, was introduced by Melville Dozier, member of the board and formerly associated with Mr. Bettinger in the school system.

It was submitted to the board, it is claimed, as a result of repeated requests from teachers and principals throughout the school system that the former assistant superintendent's thirty-three years of work here be given public recognition.

The resolution follows:

"In behalf of the great body of educators with whom M. C. Bettinger has been so long associated as teacher, principal and assistant superintendent in the public schools of Los Angeles, we desire to place on record their appreciation of the valuable contribution he has made to the cause of education and to express their grateful recognition of the kindly and sympathetic spirit which has characterized his dealings with teachers and pupils through a life-time of unselfish devotion to human interests."

UNIFORMITY OF DRESS CANNOT BE ENFORCED

State of California
Sacramento.
September 15, 1919.

To County and City Superintendents:

Numerous inquiries have been made at this office concerning the right of school boards to prescribe uniform dress in the high schools. These inquiries were made following an opinion recently given by this office and published in various newspapers of the state. In order that there may be no misunderstanding concerning this matter, I wish to give the gist of that opinion and the reasons therefor.

In 1918, the Superior Court of Colusa County passed upon this question. A girl student of the College City High School refused to purchase the gymnasium suit prescribed by the school authorities and was thereupon excluded from school. The parent applied to the Superior Court of Colusa County for a writ of mandate compelling the school authorities to reinstate the student. The case was duly tried and the court held that the school board had exceeded its right in making a regulation concerning uniform dress; that so long as the student came to school dressed in a manner that enabled her to take the work in physical education, the student had complied with all reasonable requirements in the matter.

In spite of the fact that I held a contrary opinion at the time and the same was quoted in the court proceedings, I now find on careful examination of the law no authority for the prescription of uniformity in dress.

Very truly yours,
WILL C. WOOD,
Superintendent of Public Instruction.

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The Sunken City and Other Stories	.40

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WESTERN SCHOOL NEWS

The District Court of Appeals has given a decision in favor of Superintendent John F. West. Mr. West was elected by the Board of Education of the city of Pasadena for a term of four years at $4,500 per year. An election for members of the Board of Education was held soon after and a majority of the board was then in favor of Jeremiah M. Rhodes, the incumbent. A question of law was involved, and the matter was taken to the courts and settled there. It is said that both Superintendent Rhodes and Superintendent West conducted the matter of the dispute in a thoroughly professional manner, and that personalities did not enter into the question at issue at all. Dr. Jeremiah M. Rhodes is an educator of universal ability, and his many friends hope that a position commensurate with his splendid ability will be given him.

Dr. E. T. Mathes, for fifteen years president of Bellingham State Normal School in Washington, will visit California on a lecture tour in the near future. He has an illustrated lecture on Mexico and Her Problems. It is a fascinating story told in an interesting way. Dr. Mathes spent several years overseas in war work.

The Board of Education of Los Angeles has a very serious and troublesome problem in the petition of A. G. Matteson, a vocational training teacher, who claims he was dismissed because he was a member of a union labor organization. There have been six different hearings of the matter, and various representatives of union labor organizations have become interested in the case.

Superintendent C. W. Edwards, the wide awake superintendent of Fresno County, has appointed Louis P. Linn, deputy to succeed W. L. Worth, resigned. Mr. Linn has been connected with the University of California and has had experience as a superintendent of schools.

Pension Payments to Teachers Totaled

Sacramento, Sept. 15.—Total payments of pensions to teachers of the public schools of California since the first check was drawn in December, 1913, amount to $1,052,450.91, according to a statement issued by the State Board of Education here today. The total obtained for the fund from all sources amounts to $2,025,777.36, of which teachers donated $1,129,207.13.—San Francisco Chronicle.

George G. Greene, of the Lane Technical High School, Chicago, has prepared a series of booklets on Exercises in Lettering, and Geo. C. Bruce Publishing Company publish the same. The vest pocket series are divided in slant Gothic, vertical Gothic, and architectural Gothic. Price 10c each.

Dr. Aurelia Henry Reinhardt, president of Mills College, was a guest of honor of the Sequoia Club on Wednesday evening, September 17, and on Thursday, September 18, was the speaker to introduce President Wilson to the great audience in the Oakland Auditorium.

Dr. Reinhardt had her voice under such splendid control that it had the carrying power to reach and quiet the vast audience. It was mellow and musical and effective. Her leadership has given Mills College a national reputation and has brought to it both educational and financial success.

Will C. Wood, Superintendent of Public Instruction, has been greatly in demand for addresses on "The League of Nations" President Wilson had a special conference with him and several other speakers on a number of questions involved in the league. Mr. Woods discusses the league purely from a non-partisan standpoint, in the interests of humanity, not of party politics.

WHAT LIFE AND EDUCATION MEAN TODAY

By Supt. Albert Shields

Unlike engineering, medicine or law, the profession of teaching includes every phase of thought, every phase of knowledge. Knowledge is not imparted only for its own sake, but for its application to the problems of life. That is to say, a teacher should teach not only the things worth knowing, but must teach them with an eye to the conditions that exist in the city, State and country at the time of instruction. Nor is teaching any longer what it once was—a matter for children only. The program of education has a larger scope. The extensions of high schools, the introduction of evening schools, the supplementary courses during the day—all these are evidences of a more extended field. More and more the business of public education must be carried on for people of every condition and of every age.

Now it so happens that at this time changes are especially marked. Ideas that might have been called revolutionary a decade ago are now accepted as a matter of course. Most intelligent people do see these changes. The destruction of autocracy of birth in Germany, the introduction of an autocracy of ignorance in Russia, the creation of new nations, the new coalitions in government—all these things cannot escape those who have eyes to see. The trouble is not that we do not see. The question is: How do we see?

But now we are confronted with a new situation. We must also think internationally, not merely as a matter of morals or ethics, but simply as a matter of self-preservation. If we look at the present conditions superficially, we might think it wise to stand on our own feet and to disregard the rest of the world.

One thing, and one thing only, can save the world, and that is production—production multiplied many times over. Every additional acre given to agriculture, every new pasture opened to grazing, every loom and wheel and factory added to those we already have, every active brain, every strong arm that will increase the volume of things, contributes to production—production in the United States, in South America, anywhere. The world, having gone through an orgy of destruction, must now produce. On the other hand, everything that is wasted—a garment, a bit of untasted food, an idle factory—is not only a reduction of production, but a crime against civilization. A burned storehouse, a wrecked bridge, a railroad collision, a spoiled cargo—these things, too, today are crimes. Insurance cannot replace them. They are so much material taken away from a world that needs them.

During the war our country gave a marvelous example of her power to produce and save. Both what we produced and what we saved were tremendously increased. If we save now, if we produce now, we can help feed and clothe the world.

Everybody who can see clearly and think honestly has a duty to do. That duty lies heaviest on those who have the advantage of education, and at this time, almost heavier than upon anyone else, upon the educators of America. To think sanely, to see widely, to feel deeply—to remember that no man has a right to live for himself only (least of all in a republic)—are things which the American teacher must know and teach.

History from a New Viewpoint

OUR UNITED STATES

By William B. Guitteau
Superintendent of Schools, Toledo, Ohio

Written in the light of recent events which have created a new atmosphere for the study of our national life. The breaking down of old prejudices and international animosities has enabled the author to restate a great many problems in our history from a new viewpoint.

It begins by showing how the Old World forms the background of our early American history, and from that point until the concluding chapters on the World War, the reaction of Europe on America is never lost sight of.

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Blaich's Three Industrial Nations. List price, 76c.
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"I'M FROM MISSOURI"

By Mary Eleanor Kramer

For years Missouri has been pointed out and ridiculed as the "You'll have to show me" State, but in the new rural school movement she has reversed the usual order of things and is now showing others just how the thing is done.

To Missouri belongs the distinction of being the first State in the Union to adopt the new rotation plan for vitalized agriculture in her schools, and when we speak of "vitalizing" agriculture it means the vitalizing of the entire school curriculum.

The idea originated in the fertile brain of Professor P. G. Holden, director of the Agricultural Extension Department of the International Harvester Company. Professor Holden has long been recognized as an authority on things agricultural. He has for many years lamented the lack of system of education in our rural schools which would teach the child in terms of his own life. For many, many years the tendency has been to educate the child away from the farm rather than teaching him the magnificent opportunity presented by the farm. At last we have the remedy—boys and girls trained under this efficient new system will not seek to leave the farm, but rather to grow and develop with it and to redeem it from the destructive forces which have threatened it.

Two hundred schools of Missouri are now doing the work. Teachers in these schools have demonstrated without question the practicability of the plan. Educators who have studied the work are enthusiastic in its praise. Dr. Winship, of Boston, pronounces it the salvation of the rural school and community. H. S. Mobley, practical farmer, educator and lecturer, says of the movement: "My general impression of this work is that it is wonderful in its conception and marvelous in its adaption to our educational necessities. As I listened to Professor Holden explain his scheme or plan for vitalizing agriculture, I realized that where many had failed he had succeeded in formulating a method that would furnish the public school students for the work of life. I could not repress the conviction that he was presenting the great necessary principle which so many had felt the need of and long had sought, but failed to find. Yes, here it was before me, being explained and presented and carrying with it the demonstration that hereafter the vital things of life so necessary to us all when we come to deal with life for ourselves, could and would hereafter be given us through our public schools."

The plan, briefly outlined, is as follows: A rotation plan covering four years' work:

First Year. Farm Crops: How seeds grow; depth to plant; corn; oats; alfalfa; weeds; garden; canning; drying.

Second Year. Making Things: Rope knots; splicing ropes; fly traps; fly screens; cement tanks; steps and posts; farm tools and posts; removing stains; sewing.

Third Year. Live Things: Animals; diseases and remedies; how to feed; testing milk; poultry; useful birds; insect pests; preparing and cooking food.

Fourth Year. Soil and home; soil fertility; cultivation; moisture; sanitation; beautifying the home; social and community work.

It is not proposed that every teacher in the rural schools of the State shall begin the teaching of vitalized agriculture at the same time, but that the work shall be first presented by groups especially selected for this service.

Twelve county superintendents, all of whom are live, wide-awake educators, are selected by the State Superintendent of Public Instruction. Each of these superintendents selects from four to a dozen of his most efficient, up-to-date teachers, preferably those who have already had some experience in teaching agriculture. These superintendents and teachers meet at a central point where they are given special training in how to present the work. These training schools for teachers are under the direct supervision of Professor Holden and his trained assistants.

By the rotation plan the work is new and interesting each year. It is not the old textbook repetition. Children are delighted with the work because it is "doing things"—they see the work developing under their hands. Whether it is selecting and testing seed corn or making a nail box, it is their work—the personal element and the pride of ownership increases the child's self-respect and efficiency.

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Bids Wanted

.....by.....

Public Schools

News Notes of Bids Desired for New School Buildings; for Furniture for New and Old Schools; for Equipment; and School Supplies Generally.

(Free publication will be promptly made in this column of all bids furnished by country school superintendents and others interested; and special attention of all advertisers will be directed to the items. Letters regarding this column should be addressed to Chauncey M'Govern, Associate Managing Editor, Hearst-Examiner Bldg., San Francisco; telephone: Kearny 4021.

"Sec. 1608. Boards of school trustees, and city boards of education, shall have the power, and it shall be their duty:

"PURCHASE FURNITURE, BOOKS, ETC.

"2d—Except as otherwise provided in this code, to PURCHASE SCHOOL FURNITURE, including MUSICAL INSTRUMENTS, and APPARATUS, and such OTHER ARTICLES as may be necessary for the use of the schools. . . ."—School Law of California, 1917, page 87.

"CERTAIN SUPPLIES MUST BE FURNISHED.

"(a) The following supplies SHALL be furnished by the DISTRICT CLERK . . . on written requisition of the teacher, viz.: Clocks, brooms, dusting cloths, wash basins, water buckets, drinking cups, dustpans, matches, ink, ink bottles, pens, penholders, pencils, crayon chalk, writing and drawing paper, handbells, coal buckets, wood boxes, shovels, pokers, soap, towels, thermometers, doormats, paint, window panes, window shades or shutters, disinfectants, garbage cans, and outside locks for outhouses."—School Law of California, 1917, page 329.

The Merced, Calif., High School trustees have voted $150,000 for a new school. They will dispense with an auditorium for another year.

Gilroy, Calif., will vote on a bond issue to install manual training classes and a gymnasium.

The Fowler, Calif., Union High School District will hold an election next month on a $150,000 issue for new building and equipment.

The Sacramento Boosters' Club is launching a campaign for a $3,500,000 bond campaign for new schools in the Capital City.

Bell School District, San Bernardino Co., has voted $35,000 for school improvements.

High school trustees of Los Banos, Calif., propose a bond election to build gymnasium and equip same.

Superintendent Shiels of Los Angeles, Calif., is gathering data preparatory to a bond issue of $9,000,000 for new schools.

Long Beach voted on a bond issue for $500,000 last week.

Bishop, Calif., votes this month on a bond issue for $150,000 for a new high school.

Corning, Calif., Grammar School trustees have awarded George C. Sellon & Co., of Sacramento, a contract to make plans for a new school building costing $50,000.

Carpenteria, Cal., votes $75,000 for a new high school building this month.

Bond issue for nearly $5,000,000 will be voted on by Oakland, Calif., this month.

Provision is made for a $500,000 high school building by Sacramento City Board of Education.

Selma will erect new high school building, including auditorium, music room and manual training. Architect Norman G. Mash of Los Angeles is preparing preliminary plans.

The Fortuna High School trustees will add an auditorium and gymnasium building. Architect Frank T. Georgeson is preparing plans, according to the Eureka (California) Times.

Santa Rosa will vote next month on a $250,000 bond issue for two grammar schools, designed by Architect W. H. Weeks of San Francisco.

Clovis, Calif., has voted $100,000 for a new school.

The Davis joint school district will vote on a $50,000 bond issue this month.

WM. McANDREWISMS

Superintendent Wm. McAndrew of New York is said to be the highest paid instructor ever brought to a meeting of the C. T. A. Here are a few excerpts from his former address:

"The seat of education is the classroom, is it not? What is the use of improved educational doctrine if it appears only in convention speeches and in books and periodicals? Every time any investigators take their textbooks and report what we are doing during our working hours they find us going through educational motions, but not using any brains. Our greatest need is personal and individual awakening. We ought to be compelled every few hours to answer the questions: What is this school for? What am I for? We ought to be compelled to show that what we are doing is done because it leads to a definite result that is worth while.

"Our New York superintendent tells us that everybody now knows that the main purpose of a school ought not to be the giving of information, the covering of a course of study. He says this is an educational commonplace, because it is so universally believed.

"It is a commonplace in belief, but it is almost unknown in practice. Every teacher you know is planning work every day, and is doing work every day as if education were what our Dr. Maxwell, your David Snedden, and every one who defines education, say it is not. You say education is not to give information, not to cover a course of study, and yet next Monday morning you will go into your classroom prepared to give information, determined to cover a piece of the course of study. That is practically all you prepare for, and practically all you do."

* * *

"The sum of one's reactions, one's habits, one's thoughts. Why don't you plan, then, on Monday next, to train your children to right mental reactions, to right mental habits, to exercise in thinking? You ought not to teach geography; you ought to teach children. You ought not to conceive of your business as to teach children geography; you ought to feel yourself obligated to teach children right habits of thought and heart and action by means of geography and history and literature and gymnastics and everything that you can use. You are not a noble army, you are a blind army. You are doing factory work, not artistry; you are unskilled laborers, and I am another."

* * *

"Of what credit is laborious walking if I am going in the wrong direction with my eyes shut? If the mirror tells you your face is dirty will you break the glass or wash your face?"

"Richard," asked the teacher, suddenly, "have you learned your history lesson?"

"No'm," answered the idle boy, slowly, "I ain't had no time for nothing but my grammar lesson yet."

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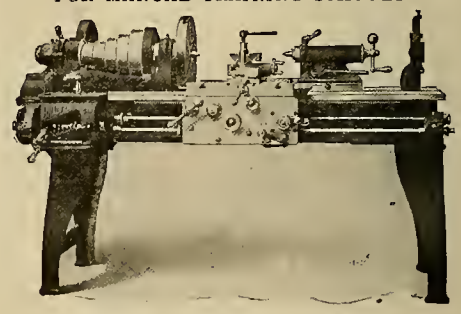

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TEXTBOOK PUBLISHERS

September 13, 1919.

To Publishers of High School Textbooks listed by the State Board of Education for adoption by High School Boards of California:

Gentlemen:

Under date of September 8, 1919, the Attorney-General of this State has rendered an opinion to the effect that publishers of high school texts may under no circumstances increase prices of high school texts sold to high school boards of trustees or boards of education over those for which they have contracted with the State Board of Education to furnish said texts. The life of the contract and the bond which secures the same is for a period of eight years, and each individual adoption by a high school board of any text chosen from the authorized list adopted by the State Board of Education constitutes a contract with such high school board making the adoption for a period of four years.

You are aware of the penalty to be imposed under the law, as contained in Section 7 of the Free High School Textbook Law.

A copy of a circular letter addressed to the officials of the high school boards of California is enclosed.

Very truly yours A. C. OLNEY,
Commissioner of Secondary Schools.

P. S.—In case you desire to submit books for the January, 1920, listing, please note that November first will be the last date on which this office will accept your offerings. Please do not ask for an extension of time. A. C. O.

HIGH SCHOOL TEXTBOOKS

September 13, 1919.

To High School Principals, Superintendents of Schools, and Boards of High School Trustees:

Gentlemen:

The Attorney-General of the State of California, on September 8, 1919, rendered an opinion to the effect that no publishing company may increase the price of any high school textbook furnished to high school boards of California over that contained in its contract with the State Board of Education. Under certain circumstances the prices contained in publishers' contracts with the State Board of Education may be lowered, but there is no provision in the law under which prices may be increased.

Complaint has been made to this office by two or three high school principals that books ordered from publishers for use of the high school concerned have been billed to the high school board at prices higher than those contained in the last published list of textbooks authorized by the State Board of Education (July, 1919).

Attention is called to the provision of Section 7 of the Free High School Textbook Law that publishers "shall forfeit and pay to the State of California the sum of $100 for each failure or refusal to furnish said book or books." Books ordered by the high school district must be furnished "within a reasonable time after an order therefor is filed." If a publisher does not conform to this provision, the high school board of education must at once notify the State Commissioner of Secondary Schools of such failure or re-

Very truly yours, A. C. OLNEY,
A. C. OLNEY,
ACO:AP Commissioner of Secondary Schools.

The first of Miss Jarvis' talks on the Cultivation of the Voice was given in the Kohler & Chase Building on Tuesday, September 16th. The room was filled to overflowing and the audience listened with close attention.

Miss Jarvis commenced her talk at 4:30 and finished at 5:15.

She began by emphasizing the value of a well-trained voice—(1) for self expression, (2) for health, (3) or efficiency in work and social intercourse.

She then gave an interesting, though necessarily somewhat brief, account of the Floyd Muckey or "American" voice method, illustrating this part of her talk by diagrams.

The next talk will be given on Tuesday, September 23rd, and the final one on September 30th, both at 4:30 p. m.

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Associate Editor of "The Western Journal of Education"

Melting Pot Confab Called by Official

Sacramento Sept. 12.—Will C. Wood, Superintendent of Public Instruction, today called a conference, to be held in Sacramento on September 27, to outline Americanization work to be undertaken in California. Wood said an effort will be made to adopt a plan of co-operation between the educational departments and the State Commission of Immigration and Housing.—Examiner.

A DELIGHTFUL LETTER FROM A RETIRED TEACHER

1324 West Fifth Street,
Los Angeles, Cal.,
Sept. 16, 1919.

The Western Journal of Education.

Dear Friends: Your bill received. As a long-time subscriber, I wish to thank you for it. The principals made me a life member of our Principals' Club, and send me their Journal. The City Club sends me its monthly bulletin, and with your good Journal I am kept still in the closest touch with my fellow-workers in my life profession. The last number was full to overflowing. I send it on to clubs.

Cordially yours,
Elizabeth J. Gibson.

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The Rotation Plan

Of Vitalizing the Teaching of Agriculture is the Biggest Idea in Education Since the Time of Horace Mann. It is Destined to Vitalize Our Entire Educational System.—*Dr. A. E. Winship.*

THE **Rotation Plan** is attracting the attention of educators and farmers everywhere. It is rebuilding school houses. It is putting new life into communities and rural schools. It is increasing the salaries of teachers from $10 to $40 a month. It is revolutionizing the teaching of Agriculture in Missouri. South Dakota and Oklahoma have adopted this plan; other states are planning to adopt it.

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If you want to know how the **Rotation Plan** vitalizes schools and communities—what school directors, superintendents, teachers, parents, and children say about it—how superintendents can introduce it into their schools—how teachers are vitalizing arithmetic, spelling, reading, writing, language, and every other subject, the following booklets will be sent you **free** upon application, but don't write for them unless you really want to do something worth while for your state, your county, your school and your community. It will be a waste of your time and money as well as ours.

1. ***How to Vitalize the Teaching of Agriculture in the Rural Schools.***
2. ***Better Country Schools for Missouri.***
3. ***The Rotation Plan—What It Is; What It Does.***
4. ***Vitalization Through Rotation.***
5. ***Stencils Vitalize School Work.***

The purpose of this Department is to help those who want to help the boys and girls of America.

What is known as the Rotation Plan for vitalizing the teaching of Agriculture is attracting nation-wide attention. It is in our opinion one of the big educational ideas of recent years and should be given most thoughtful consideration by all educators.

W. J. BEECHER,
Editor
Normal Instructor-Primary Plans

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BOOK REVIEWS

Thrift and Conservation.

This is an important book on an important subject, published by J. B. Lippincott Company, Philadelphia, Pa., and written by Arthur Henry Chamberlain, editor of the Sierra Educational News, and James L. Chamberlain of the Los Angeles Normal. The Chamberlain brothers have colaborated on a number of books very successfully and in this latest book have presented the subject in a thorough and efficient manner. Never before in the history of mankind has there been such a plentiful supply of money and such a need for thrift. The times are out of joint, and the man or woman who at the present high rate of wages will save enough for a rainy day will certainly appreciate the fact less when the rain storm comes, as it surely will. So earn a big salary and spend a whole lot less is the thrifty man's job today. Read this book. Impress its lessons on the young, and be happy.

The League of Nations. The Principle and Practice. Edited by Stephen Pierce Duggan. Published by the Atlantic Monthly Press, Boston. Is a book of 370 pages. Price $2.50.

The book includes the text of the League and other historical documents. This is perhaps the most important document bearing upon the subject, and is well printed, carefully edited, and should certainly be in every library.

An Introduction to Economics. By Graham A. Laing, formerly instructor in Economics in the University of California, now professor in the University of Arizona at Tucson. The Gregg Publishing Company.

This book, according to its title and contents, is designed as an introductory study on the Science of Economy and is fitted for California secondary schools. The definitions are very clear, the illustrations comprehensive, and the discussion very interesting. This book will give a firmly grounded desire for the scientific study of economies as applied not only to college but to actual life.

The Chicago School of Industrial Art closed its fourth annual summer session at Lincoln Center, Chicago, on August 2nd. Mr. Hugo B. Froehlich is director of the school and Miss Bonnie E. Snow the head of the normal department. More than one hundred students from all parts of the country, with several from foreign countries, were enrolled. The demand for teachers competent to organize and grade the work in industrial art for public schools is very great.

At the recent convention of the Fashion Art League of America, held in Chicago, Mr. Edwin Osgood Grover, president of the Prang Company, spoke on "Art and Personality in Dress." Mr. Grover has been made chairman of the educational committee of the Fashion Art League of America, which invites the co-operation of teachers everywhere in raising the art standards of woman's dress in America.

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Vol. XXV, No. 10 SAN FRANCISCO, OCTOBER, 1919 Price, 15 cts.

MEETINGS

Bay Section the California Teachers' Association; H. B. Wilson, President, Berkeley, Cal.; W. L. Glascock, Sec-

Northern California Teachers' Association, Mrs. Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs, Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the California Teachers' Association; R. B. Leland, San Jose, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone.

The Western Journal of Education

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CHAUNCEY M'GOVERN, Associate Managing Editor.
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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, SEPTEMBER, 1919

The State Board of Education met in regular quarterly session in Sacramento, September 22-27, 1919.

A letter from the Women's Christian Temperance Union was read, commending the action of the State Board of Education concerning the cigarette and tobacco question and urging a continuance of educational work along this line. Mrs. Ray stated that the cigarette habit is the biggest evil in the public schools and that something should be done to remedy this evil. She suggested that it should be discussed at educational conventions. Mrs. Ray was delegated to take the matter up with Commissioner Olney and request him to include this topic in the program of the High School Pricipals' Convention.

Superintendent Wood informed the Board that an initiative measure is being prepared now that the State Board of Education shall establish a teachers' appointment bureau and such branch bureaus as are necessary to handle the business, with the provision that they charge a registration fee of $2.00, and that he had been consulted and had made some suggestions concerning it. He stated that this movement is being made by the labor people of the state and that it would be put on the ballot at the next election.

Mrs. Herbert Walling was summoned to appear before the Board on Tuesday, November 11, 1919, to show reason why her life diploma should not be revoked because of charges which had been preferred against her for unprofessional conduct.

A letter was read from John Barrow of Canton Christian College, Canton, China, thanking the Board for permission to use Bulletin 18, "Suggestions for the Teaching of Good Manners," which he had revised for Chinese students.

Superintendent Wood read a special report covering the following matters referred to him as executive secretary:

That the State architect had informed him that one room has been reserved in the State building at San Francisco for the State Department of Education.

That arrangements had been made with the University of California for the use of a room in California Hall for one afternoon each week and that one of the Commissioners or Miss Levy will hold office hours in this room during each Friday afternoon.

That Commissioner Olney is now working on a form of blank recommending students for entrance to the University or State Normal School.

That Commissioner Snyder and Mr. Beswick are now working on an exhibit of applied art to be held in the Bay region.

Superintendent Wood read a report referring to the recent laws passed relative to child labor and compulsory education which laid upon the Superintendent of Public Instruction certain important duties with respect to enforcement and stated that it is his desire to employ a State attendance agent to work in connection with the Industrial Welfare Commission.

George Hjelte was appointed Assistant State Supervisor of Physical Education at a salary of $2200 per annum.

In regard to the shortage of teachers, Commissioner Olney was instructed to insert a paragraph in the Blue Bulletin reminding superintendents and teachers of the limitations of the law and that the legislature has not authorized the State Board of Education to have a free hand in granting elementary credentials.

The following resolution was introduced by Mrs. Ray and unanimously adopted:

"Resolved, That the Legislative Committee, in conjunction with the State Superintendent, make a study of State revenues and public school support provided by State funds and an effort be made to discover the proportion of such funds which should be rationally devoted to such support; that such study be made and results compiled in time for use in formulating a possible financial program for submission to the legislature of 1921."

The following resolution was introduced by Mrs. Ray and unanimously adopted:

"Resolved, That the Legislative Committee, in conjunction with the Commission of Credentials, be requested to investigate the present law governing the granting of life diplomas, with the view of revising that section of the law so as to make a life diploma depend upon educational progress and training."

The following statement was unanimously adopted:

"In response to the request of the Junior Red Cross for the opportunity to distribute literature and to organize chapters in the public schools of the State, the State Board of Education defines its position as follows:

"We authorize the distribution in the schools of the proclamations of President Wilson and Governor Stephens regarding the Junior Red Cross. This authorization, however, is limited strictly to these proclamations and does not apply to other literature. In harmony with the provisions of the State law, Section 1672a of the Political Code, we desire to leave to the local school authorities the decision of the question of permitting the organization of chapters of the Junior Red Cross in the schools and of what limitation shall be imposed when such chapters are authorized. We, however, insist on the general condition that no Junior Red Cross program shall be permitted that will supplant or interfere with the regular work of the schools."

The salaries of Chas. L. Jacobs and Geo. W. Galbraith, supervisors of classes for the training of teachers of trade and industrial subjects, were increased from $3000 to $3300 per annum.

The following rules were adopted relative to discarding of free textbooks no longer in use in the elementary schools:

"(1) That where the books may be used for supplementary purposes by the district, they be placed in the school library and the stamp of the district placed therein, or in the county free library for use in the various districts of the county.

"(2) That where the books cannot be used for supplementary purposes, the superintendent shall be asked to dispose of such books at the best possible figure and turn the proceeds over to the State Board of Education.

"(3) That where the books are neither usable nor salable, the local authorities on authorization of the superintendent having jurisdiction of the district may destroy the same."

The Board voted unanimously that the American Creed be inserted on the inside of the front cover of every textbook sent out. The creed reads as follows:

"I believe in the United States of Amer-

ica as a government of the people, by the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

"I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies."

The following resolution was adopted:

"Resolved, That the fact having been brought to the attention of this Board that R. W. Everett, principal of the Armijo Union High School, received a bill from the Macmillan Company for certain textbooks in excess of the contract price and in conflict with the contract and bond entered into with the State of California, the Commissioner of Secondary Schools is therefore instructed to notify the Attorney General and request him to take proper action in the case."

The following resolution was adopted:

"Whereas, there is not at the present time a sufficient supply of teachers for the elementary schools of California, and

"Whereas, the State Board of Education is authorized by law to grant credentials of elementary grade to holders of life diplomas and life certificates of other States and to holders of college or normal diplomas; therefore

"Be it resolved, That the Commission of Credentials be authorized to waive during the present emergency any requirement of practice teaching and to accept in lieu of twelve units of pedagogy the equivalent therefor in other departments, such as those of psychology, philosophy and sociology, in considering applications of college and university graduates for elementary certification."

Dr. Kellogg, secretary of the State Board of Health, came before the Board to discuss certain problems of public health and with the view of securing the Board's cooperation. Dr. Kellogg emphasized the importance of vaccination and quoted statistics to substantiate his statements. He was instructed to consult with Superintendent Wood if the Board of Health should contemplate suggesting to the next legislature a change in the vaccination law so far as it affects the schools.

Mrs. Barnum was granted a leave of absence by Governor Stephens, to extend from October 1 to November 15.

The policy of the Commission of Credentials in issuing life diplomas once in two months, beinning October 1, 1919, was approved by the Board.

The Los Angeles State Normal School was accredited to recommend individuals for special credentials of the manual and fine arts type in auto electrics and auto mechanics as of date June 20, 1919.

Dr. Burk, Mr. Osenbaugh and Mr. McLane, representing the normal school presidents, appeared before the Board to discuss the physical education requirements for the normal schools, and it was agreed that the following be substituted for the physical education requirements as set forth in Bulletin 14 (revised July, 1919):

"22½. Physical Education, Health Inspection, Athletics, Play, School Playground Equipment, and Indoor and Outdoor Recreation, and Physical Training activities—five periods a week throughout the course on the following credit basis: One period a week on the theory of physical education, for which the credit shall be one-half unit; two periods a week of supervised activities and two periods a week of recreational activities on which the individual student shall be required to make report, for which four periods the credit shall be one unit. 1½."

The following resolution was adopted relative to the application of the Sisters of St. Joseph for the accreditation of the normal department of St. Mary's Academy, Los Angeles:

"Whereas, the State now has a system of State normal schools well distributed geographically over the State, several of which have facilities, equipment and faculties adequate to train many more students than they now have; therefore

"Be it resolved, That it is not in accordance with public policy for the State Board of Education to encourage or authorize the establishment or accreditation of private normal schools in the State.

"Resolved further, That under the general policy, the request of the Sisters of St. Joseph of Carondelet for the accreditation of their institution as a normal school for the training of teachers for the public schools be denied."

The following amendment to Bulletin 10 was adopted:

"Physical Education Type

"A certificate in general physical education will authorize the holder thereof to organize and teach all physical training activities, and also to give instruction in hygiene and physiology; and, when holding in addition thereto a health and development certificate, to make hygienic inspection and physical examination and otherwise provide for the control of growth conditions.

"A certificate in physical training activities will authorize the holder thereof to organize and teach any or all of the physical training activities.

"A certificate in hygiene will authorize the holder thereof to teach said subject, including the control of health conditions through instruction in the proper application of the principles of hygiene and sanitation.

"Elementary grades: General physical education; physical training activities; hygiene; military training and tactics.

"Hereafter the State Board of Education only will grant credentials in the sub-subjects and topics included under physical training activities."

The Board decided to hold a special meeting, beginning November 10th, for the purpose of hearing publishers and authors present arguments in favor of the adoption of their particular textbooks in arithmetic and history. Tuesday, November 11th, was set as the day when the Board will hold a hearing on textbooks in arithmetic, and on Wednesday, November 12th, a hearing on textbooks in history will be held.

President Clarke read a letter from President Phelps of the Santa Barbara State Normal School, asking that a bulletin be issued on the needs of the teaching profession, to be sent to all high school principals and vocational advisers in the State in order to stimulate an interest in teacher training in the State. The letter was referred to Superintendent Wood for reply and the matter was referred to the cabinet with instructions that they are authorized to prepare and issue such a bulletin if they think it wise to do so.

The following resolution was unanimously adopted:

"Resolved, That the Commissioner of Elementary Schools be authorized to issue a bulletin on industrial art for the use of the teachers and pupils of elementary schools."

The following resolution was unanimously adopted:

"Resolved, That the Commissioner of Elemenary Schools be authorized to issue a bulletin on spelling prepared by Dr. Cyrus D. Mead of the Department of Education, University of California, two hundred copies of which will be printed in the very near future at an expense not to exceed $20, the remainder of the edition to be sent out as a supplement to the December Blue Bulletin."

The Board voted that President Clarke and the Executive Secretary of the Board

Government Bulletin INDUSTRIAL ART A NATIONAL ASSET recently issued says on page 12

WE have been selling our resources on the bulk basis. It is said the United States sells 2,000 pounds of goods per $100, England sells 1,000 pounds of goods per $100, France sells 400 pounds per $100, and Germany sold 30 pounds per $100.

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be authorized to act with a similar committee of the Immigration and Housing Commission to consider the advisability of working out some arrangement between the two departments for the promotion of the work on Americanization in the State.

Commissioner Olney was authorized to accept the position on the National Committee on Mathematical Requirements for preparation of courses in mathematics, provided that it will involve only one trip East a year and that this trip be made at the expense of the committee.

The Board voted that the salary of Miss Sophia H. Levy, secretary, Commission of Credentials, be increased to $2400 per year.

Retirement Salary Business

Dr. C. E. Edwards of Bridgeport was appointed examining physician for Mono County.

The Executive Secretary of the Board was authorized to invest $75,000 of the moneys in the Teachers' Permanent Fund.

Retirement salaries were granted as follows:

Five Hundred Dollars per Annum: Elizabeth Crowley, San Francisco; Mrs. Abbie E. Curran, Grass Valley; Mary Agnes Houston, San Francisco; George Lee Leslie, Los Angeles; Ida L. Mathewson, Yreka; Kate E. Riley, Emeryville; Flora Rosenfeld, San Francisco.

Under Section 14 of the Law: Mrs. Mabel P. Byron, Oceanside; Raymond Cree, Riverside; Mrs. Gertrude D. Curl, Weaverville; Ella C. Stiles, Antioch; Mrs. Sadie A. Vallejo, Guerneville.

Refunds of erroneous salary deductions, amounting to $58.00, were granted.

The Board adjourned to meet in special session in Sacramento, November 10, 1919.

Executive Secretary.

Respectfully submitted,

WILL C. WOOD,

AMERICANIZATION—A STATEMENT OF PRINCIPLES AND A PLAN OF ACTION

Adopted by State Conference on Americanization Held at Sacramento, September 27, 1919

The problem of Americanization is one of the most important problems of American democracy. It is a problem not alone of the immigrant whose life must be redirected toward American customs, habits and ideals; it is also a problem of changing the attitude of the American-born toward the foreigner, giving a better understanding of and sympathy with the foreign-born resident and eliminating national and race prejudice.

This problem can be solved only by careful study and organization. The experience of one community in Americanization should be available for other communities, to the end that a better state policy of Americanization may be developed. We therefore favor the employment of state agents for organizing and supervising Americanization work in the schools under the joint auspices of the State Department of Education, the Commission of Immigration and Housing and the State University and under the immediate direction of the Superintendent of Public Instruction.

The first and most immediate problem is the training of teachers for the work. We therefore urge that the University of California, normal schools and other teacher-training institutions organize intensive special courses in Americanization for teachers in the service and others looking forward to teaching. We also urge that large cities organize in their evening high schools special classes for training teachers of Americanization.

Inasmuch as all teachers prepared by the normal schools must deal with children of foreign houses, we urge that the normal schools give adequate recognition in their courses of study to the problem of Americanization.

We favor the calling of regional conferences on Americanization, to include all persons interested in such work, such conferences to be called jointly by the State Department of Education and Commission of Immigration and Housing.

We also recommend that boards of education appoint, as rapidly as circumstances will permit, competent home teachers, nurses and recreational and social directors to promote Americanization outside the school room.

We further recommend that in addition to the course in civics, high schools and intermediate schools should give courses in citizenship which shall include adequate discussion of the problem of Americanization.

Signed: Mary S. Gibson, Alice R. Power, Lewis B. Avery, Leon J. Richardson, E. R. Snyder, C. L. McLane.

WILL C. WOOD,
Superintendent of Public Instruction and Chairman of Conference.

Sacramento, Oct. 15, 1919.

Harr Wagner, Editor Western Journal of Education.

Dear Sir: I believe that an editor of an educational journal should express his opinion on current issues. I have been waiting as a reader of your Journal to find some expression from you on the "League of Nations" and the teachers' federating with union labor.

Respectfully yours, READER.

Editor's Office

My Dear Reader:

I am not prepared to discuss the League of Nations in detail. I believe in the principles of the League of Nations, but above all I believe in the right of our representatives at Washington and citizens at home to discuss it. If we as teachers condemn the right of discussion, then we strike at the fundamental principle of democracy. We believe in a League of Nations because a patriotism based on geographical lines and not on humanity is but a hold-over thought from the age of savagery of men and wild animals.

In answer to your several questions, we recognize the right of teachers to organize and the benefits derived from organization, but we do not believe that it is wise to affiliate with the American Federation of Labor. It will require several generations to standardize the ideals of the various classes. The time is coming when there will be a closer union of all classes, but it will not come by the force of union labor strikes, unless followed by revolution and bloodshed. It must come by educational processes. We must not fight, nor oppress, nor discriminate against teachers who form undesirable affiliations, but we must eliminate the necessity of such organization by giving teachers the right of initiative and individual development. Teachers should teach this one big thought in an educational program, and that is, not by force of arms, not by force of numbers, but by the creation of public sentiment for social justice can a nation, a class or an individual succeed.

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GENERAL STUDIES NOW EDUCATIONAL TENDENCY

Are we not looking forward to a day in the near future when children will be given an opportunity to look into more fields of general knowledge? For years we have maintained that all high school pupils ought to take a course in general history, so that they will have an intelligent background for their future reading. We are making an error at present in our California high schools in not giving such a course in the ninth grade instead of the course in Greek and Roman history. Young people ought to have the whole story first and then go back for details. But that leads us from our discussion.

So much for general history. We are now offering young people courses in general science. Fine. In such a course children can be given an insight into various fields of scientific knowledge, physics, chemistry, biology, zoology, etc., with the idea that they can later make a more intelligent selection of some particular science for special study, and if not to have had a general view of the whole field of scientific investigation. This suggests that there could be given a practical course in general art, in general literature, in general occupational information, and so forth.

In other words, the tendency puts a new meaning into the purpose of education, viz., that of opening to young people the various fields of human knowledge with the hope that somewhere in the process they will find that field best suited to their future interests and labors, and, if not, give them an intelligent background for further study.

AN IDEAL READING EXERCISE

The boy that wrote a letter sending for the latest baseball rules, and on receiving it immediately proceeded to read it, and by inquiring of his parents and looking up in the dictionary the meaning of the words he did not understand, performed an ideal language and reading exercise.

In writing the letter he needed to know the rules of punctuation, of capital letters, how to begin the letter, etc. He needed to know how to address the envelope, place the postage stamp, and so forth. The whole process was a good one and the tactful mother was his teacher.

When the book came, the reading exercise began. He being the captain of the team, his knowledge of the rules of the game must be perfect. Hence an underlying wholesome motive. In reading the material he would often need to repeat a sentence to be sure he would understand it, for it wouldn't do to be caught on a misinterpretation. Many of the words he needed to look up or inquire about, for on their meaning depended the whole construction. He read aloud to his mother lest he make errors that he himself might not discover, thus giving audible expression to the printed page. Interest was there, motive was there, concentration unconsciously exercised, interpretation, discussion, silent and oral reading involved, vocabulary increased, dictionary habit formed, and efficiency on the diamond obtained with its consequent satisfactions and approvals assured.

But this was in a home with a tactful mother as teacher and guide. Can the schools do as much for real helpful education?

LOCAL MAN FOR LOS ANGELES SUPERINTENDENT

There isn't much doubt but the Los Angeles Board of Education will elect a local man to fill the vacancy made by the retiring superintendent. This sentiment was well expressed by one of the members in the following words:

"If a school system in a city of 600,000 population cannot develop a superintendent capable of directing our schools, then something is radically wrong with the system.

"In the first place, a superintendent coming from the outside is virtually handicapped for at least a year because it takes that long to get acquainted with local conditions; we need a man who can get on the job right now.

"Then, there is such a thing as encouraging progress and merit in a school system. Bringing in an outsider tends to discourage local men and women from remaining in the schools and giving of their best to the work.

"I believe that Los Angeles schools, widely known for their excellence, have not been developed by any one person, but have been evolved by the good work of the teaching corps and educational leaders as a whole. Therefore, a local educator, himself a part of the schools, knows our peculiar needs and is capable of serving them."

And it isn't a bad philosophy. What Los Angeles needs at the present time, as we see it, is not the selection of a man from some distant city to reorganize the system and attempt to impose his peculiar, or otherwise, educational ideas upon the teachers and children, but a man who understands the situation and who is big enough and broad enough to keep himself in the background to some extent and utilize the potential power in the rank and file of the principals and teachers, and thus lead the whole group along the educational pathway. The successful teacher is the one who loses himself pretty largely in the mass work of the school room. The one whom the children feel to be one with them in their hopes and ideals. The successful principal is the one who is a teacher among teachers, whose very force of education and personality commands the respect and cooperation of the teachers and pupils. In like manner can a superintendent be a potent factor in a great school system. Los Angeles has this sort of superintendency material. It is her opportunity to utilize it.

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CHAPTER HEADINGS:

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VI. Personal Habits: Conditions of Good Citizenship.
VII. The Principles That Bind Men Together.
VIII. Various Rights and Duties.

PART TWO
IX. What Government Is For.
X. Various Forms of Government.
XI. Local Government: The City.
XIII. The States and Legislative Government.
XIV. The People Acting in Congress.
XVI. The Judicial Branch of the Government, or the Courts and the Laws.
XVII. The Treasury and the Taxes.
XVIII. The School System.
XIX. The Civil Service and the Offices.
XX. Voting.
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XXVII. What Wealth Is.
XXVIII. The Conditions of Wealth.
XXIX. To Whom Wealth Belongs, and How It Is Divided.
XXX. The Institution of Property.
XXXI. Honest Money.
XXXII. Capital, Credit, and Interest.
XXXIII. Labor and Competition.
XXXIV. The Grievances of the Poor.
XXXV. The Abuses and the Duties of Wealth.
XXXVI. Buyers and Sellers; or, the Mutual Benefit.
XXXVII. Employers and the Employed: Their Interest in Each Other.

PART FOUR
XXXVIII. The Rights and Duties of Neighbors.
XXXIX. The Treatment of Crime.
XL. How to Help the Poor.
LI. The Great Social Subjects.
XLII. The Problem of Temperance.

PART FIVE
XLIII. International Law and How It Grows.
XLIV. The Rights of Nations.
XLV. The Duties of Nations.
XLVI. War and Peace; Patriotism.

You should see this book before deciding upon your text.

D. C. HEATH & CO.
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BOSTON NEW YORK CHICAGO

Susan M. Dorsey, the able assistant superintendent of the Los Angeles schools, has prepared a most excellent bulletin on "Geography and Its Teaching." The city of Los Angeles has recently added Dr. Fairbanks' topical outlines of the "Geography of Europe, According to the Problem Method," showing the changes brought about by the great war.

W. J. Savage, superintendent of the Colma and Daly City schools, and a member of the San Mateo County Board of Education, has written and tested in actual school room use, "Forward Looking Lessons in History, Alive! Up-to-Date!" Book I is for the seventh grade, and Book II for the eighth grade. They will be published in an inexpensive form by the Harr Wagner Publishing Company.

Superintendent Hughes of Sacramento is using the cash register, the adding machine and other utilities of big and little business to teach arithmetic.

There are seventy-five vacancies in Arizona in the rural schools of Arizona.

The San Mateo County teachers at the annual institute decided to form an association that would be effective in meeting the needs of the teaching profession. Anna T. Haley of San Mateo was elected president and B. E. Myers of Redwood was elected secretary of the new association. The San Francisco Board of Education has done this in the official recognition of the teachers' organization in all matters pertaining to school matters. In addition to that Mayor Rolph appoints two members of the Board of Education from the actual teaching force and a third member is the superintendent of schools, thereby giving the teachers the actual control of the schools. The teachers have always been considered, even in the selection of the board members.

Hugh J. Baldwin, who as teacher, principal, superintendent and legislator, and as the father of four boys who saw service in the war, three of them on the battle front, where the bullets were thickest, is still engaged in active service. He is giving all of his time to humane work, and has secured an efficient organization, with Anita Baldwin as one who contributes time and money. Mr. Baldwin is working out a school program to fit in with the regular work of the school as well as devoting time to the punishment of people who break the laws pertaining to the proper care of animals.

The teachers of Panama struck for higher wages and won the strike. The pupils of Youngstown, Ohio, struck recently. With nearly 130,000 strikes under way in the United States, is it any wonder if school teachers, pupils or even editors of school papers strike? The teachers of Linton, Indiana, recently went on a strike, picketed the school buildings, etc.

THE CALIFORNIA STATE TEXTBOOK SITUATION

In days past, when politics meant jobs, not service, the publication of textbooks by the State Printing Office was quite popular with certain classes. It also appealed to the taxpayers because they were deceived as to the true cost of State publications. California has always lead in education in the United States, but no State has cared to follow its lead in the publication of its school books. And now a great change has taken place even among many of those who were directly interested in promoting the publication of textbooks by the State Printing Office.

The State Printing Office, even under the efficient management of Mr. Telfer, has had to raise prices and to print from old and wornout plates, and from unrevised copies that make some of our books look like an exhibit in a museum.

Here is a list of prices showing the large increase made for the fall of 1919:

	Old Price	New Price	New Mailing Price
Primer	15c	21c	27c
First Reader	16c	25c	31c
Second Reader	18c	26c	32c
Third Reader	22c	30c	36c
Fourth Reader	24c	39c	47c
Fifth Reader	24c	41c	49c
Sixth Reader	20c	22c	30c
Seventh Reader	20c	24c	32c
Eighth Reader	27c	33c	41c
First Arithmetic	18c	25c	31c
Advanced Arith.	23c	32c	40c
Beginner's History	30c	40c	48c
Introductory Geog.	32c	46c	54c
Advanced Geog.	54c	80c	90c
Primer of Hygiene	18c	20c	26c
First Music Reader	.....	27c	33c
Sec'd Music Reader	.....	29c	35c
Third Music Reader	.....	30c	38c
Manual One	.....	65c	73c
Manual Two	.....	70c	80c
Manual Three	.....	65c	75c

This is the first year that music books have been published.

The high schools of the State have now for three years had the option of introducing free books and to date not ten per cent of the high schools have taken advantage of the free textbook law. After July 20th, 1920, free high school books will be compulsory. Every high school district will have to provide money to meet this enormous expense. The State Printing Office will certainly realize that the law providing for free high school textbooks is unpopular and especially hindersome to the taxpayers. The time has come for some drastic changes and improvements in the handling of the textbook situation in the interests of the children of California, the teachers and the taxpayers, but not in the interest of salaried officials seeking increased patronage.

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By Edward Hall Gardner, A. M., Associate Professor of Business Administration, University of Wisconsin. A dictation book plus. Combines a new and interesting course in business and general dictation with a scientific treatment of business correspondence. Already adopted by over 500 schools. 320 pages, bound in cloth $1.00

Bartholomew's Bookkeeping Exercises,

By Wallace E. Bartholomew, Inspector of Commercial Education for the State of New York. These books will clinch the principles of bookkeeping and will make the work alive and interesting. In two parts—elementary and advanced. Bound in cloth, 105 and 118 pages, respectively. Each part..... 60c

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NEW YORK BOSTON
CHICAGO SAN FRANCISCO

SAN BENITO COUNTY INSTITUTE

Superintendent W. J. Cagney of San Benito held his institute the week of October 20. He was assisted by George Schultzberg of Salinas, Cecil Davis of Santa Cruz, Sam Cohn, Statistition G. P. Morgan of Tuolumne, Harr Wagner of San Francisco, L. E. Chenoweth of Kern county and O. J. Kern of the University of California. Professor Kern is making a survey of rural conditions in San Benito county. Superintendent Cagney has by years of great devotion secured the co-operation of parents, children and teachers in community service with the school house the center. He is making such a definite impression on the boys and girls of his county that he has put a new meaning into rural education, and co-operation and service. Mr. Chenoweth, as at the San Mateo institute, made a splendid impression and was very popular with the teachers. The evening lecture on California Literature was well attended by the teachers and by the citizens of the community. Superintendent Cagney is an institute instructor himself and teachers and superintendents speak in unqualified praise of his work. The Hollister schools, under the direction of Superintendent Anderson, who gave an excellent talk on "Physical Education," and the High School, Principal J. A. Davis, and the Junior College, under the principalship of Phillip Power, are all noted for their high standards.

SAN MATEO COUNTY INSTITUTE

Roy Cloud, who has for a number of years made a survey of the value of county teachers' institutes, held a model three-day session in Half Moon Bay. The climate was delightful and the salt sea air was so cool and balmy that even McAndrews of New York and Chenoweth of hot, hot Bakersfield, and Mark Keppel of the Empire of Los Angeles county, where climate is an asset, commented favorably upon its invigorating quality. He had an unusually fine list of speakers. Superintendent L. E. Chenoweth of Kern county has a magnetic voice, a fine personality and a temperamental value as a speaker that aids him greatly in getting his message across the front row clear to the back seat. He is dramatic and intense, and talks along the line of his intimate knowledge of school problems. Mark Keppel, vigorous, strong and interesting, upholds the majesty of school law and school and professional duties in an impressive manner. He has a refreshing sense of humor and his high ideals of citizenship leave an impression upon the teachers that is certainly worth while. The teachers spent one afternoon at the beach, and one was devoted to a dance and one evening to a talk on California Literature by Harr Wagner and the rendition by Otis Carrington of the opera entitled "The Windmills of Holland." Mr. Carrington is certainly a genius in the presentation of his musical story and his beautiful voice and the charming simplicity of his manner make his musical presentations exceedingly popular. Mr. Peck of San Mateo High School gave a remarkable account of his experiences with the army overseas, and the institute closed with taking preliminary steps for the organization of a County Teachers' Association by the election of Anna T. Haley of San Mateo as president and B. E. Myers of Redwood City as secretary. Winifred Van Hagen, who represented the State Department of Physical Education, gave a series of very effective talks.

Roy Cloud held a meeting of the school trustees of San Mateo County at the courthouse on Saturday, October 11. Sam Cohn, the genial and efficient statistician of the office of Superintendent of public instruction, spoke on school law in a most efficient way. Champ Price of Santa Cruz and Florence Boggs, formerly superintendent of Stanislaus County, also spoke. Mr. Price reviewed recent school legislation and emphasized right patriotic teaching. Mr. Cloud presided. The trustees were much interested and considered it a very profitable day.

ON WHEELS

Personal Observations in Various Places in California, by Harr Wagner

The spirit of youth is in "seeing things." To board a train and escape the routine of office work is certainly a tonic from a sanitary drinking cup close by the fountain of youth. So these "Journeys on Wheels" bring to me delightful experiences and make it unnecessary for any surgeon to graft the vital parts of a monkey or goat on my anatomy.

In Sacramento I dropped in, or up, to the Forum building and met Will C. Wood, Sam Cohn, Job Wood, Jr., Mrs. Job Wood, the various members of the State Board of Education and the commissioners. There seems to be real harmony in all departments of the State educational offices. The members of the State Board of Education act like real human beings, and the spirit is not that of "officialdom," but rather that of open-minded friendliness and helpfulness to all the people. Why, we really think that the public would not object if the Governor appointed two more like the present board to fill the vacancies that have existed for some time. Well, why not? The law provides for seven members. Superintendent Will C. Wood is the dominating influence of our educational system. He is on the job every hour of the day, and is here, there, everywhere, broadening his educational work until citizenship, humanity and large visioned statesmanship are recognized by all who come in contact with his magnetic personality.

The report of the meeting of the State Board appears elsewhere in this issue.

From here I called on Superintendent Carolyn Webb, who has about the finest offices in the State of California. She is assisted by two deputies, and is making a splendid record for efficiency. Under her leadership a new school library service will soon be inaugurated.

At Yuba City I called on Superintendent Vagedes, whose work in Sutter County has developed rapidly on account of the increase in the productive value, bringing new problems, new demands. At the county library Margaret Hatch is co-operating in a wonderful way with a well organized free library system. Yuba City and Marysville are something different. They have memories—real pioneers. There were giants among men in the days of '50. Yuba City and Marysville were in at the beginning of things in California. Superintendent Malaley of Yuba County, and who has the unique position of being secretary of the Marysville Board of Education, has in charge the building of a fine new high school building. The architect is W. H. Weeks. She is also planning a series of local institutes for the county. Mr. Kynock, who has direct charge of the schools of Marysville, has built up an excellent system, and is meeting with a keen, good commonsense the difficult problems that are presented by the changing conditions.

Mr. Heiken, ex-superintendent of Sutter County, fruit-grower, genial, good fellow, and principal of the Yuba City schools, gave me a fine evening at the Elks' Club.

The next day I was in the olive crowned hills and debris of the gold dredgers of Oroville. J. B. Hughes, who is the principal of the Union High School, belongs to a family of fine teachers. He is a brother of Superintendent C. C. Hughes of Sacramento, of Merton Hughes of San Mateo, and of Mrs. Coldwell of San Diego State Normal, and is married to Elizabeth Lorentzen, a teacher of wonderful spirit and enthusiasm, who is a member of the California Legislature. He has reason to be proud of his new high school building, constructed in an orange and olive grove. The arrangement of the class rooms, the library, the assembly hall, the open court, the indoor athletic space, is excellent. In fact, the entire structure is unique, original and of unusual utilitarian value. The Union High School District certainly got big value for its money. It represents the maximum of efficiency and the minimum of cost. The High School, under Prof. Hughes' leadership, has a reputation for scholarship and citizenship. It is almost impossible to estimate the value of such a principal to a community.

In Oroville, Butte County, the free county library system is at its very best. Miss Essae Culver and her assistants, Miss Burkhart and Miss Middleton, have thirty-five branches, and in addition render service to all the schools. The most attractive part of the library work to me was the publicity given to certain books. The day I called there was a fine window display of new books on travel, and as you entered the library your attention was called to various books by blackboard bulletin on business methods. Here was a new spirit of helpfulness, the kind that business men use for profit and Butte County library for gain in service.

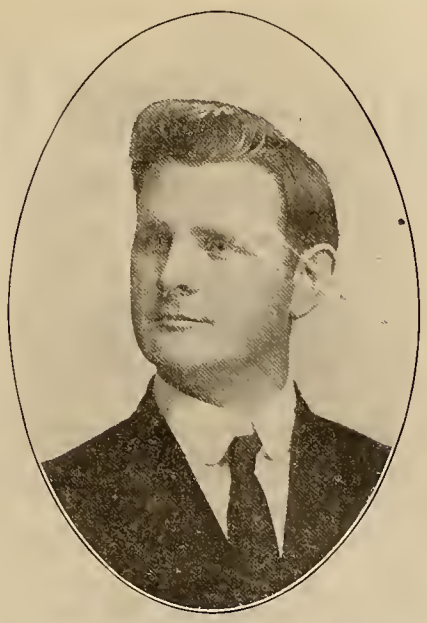
The next day I was in the beautiful mountain town of Quincy. It was the fourth time that I had been invited to address the teachers of Plumas County, and it was with real delight that I met again in her own home town Superintendent Kate Donnelly, who has given long, faithful and efficient service to the schools of Plumas. Roy Cloud was the principal instructor and his talks on "Story Telling," civics and evening lecture on "California Pioneers" were wholesome, virile and interesting. The teachers enjoyed his simple, direct approach to various topics discussed. His pedagogy is based on experience, and his interpretation on sound commonsense. Marion Barber of the Chico State Normal also interested the teachers in the subject of spontaneous drawing and language work. Miss Helen Askey, the county librarian, took an active part in the institute and is popular with the teachers and has brought

about a fine spirit of harmony between the schools and library. Kate Donnelly succeeded in having Governor Stephens deliver an address in which he gave his personal experiences as a school teacher and especially of Mrs. Stephens, who was a teacher in the Poway District, San Diego county, when he married her. The high school teachers, under the leadership of Mr. J. A. Kell, co-operated with Superintendent Donnelly in every way in making the teachers, instructors and visitors happy during their stay in Quincy.

THE CALIFORNIA TEACHERS' ASSOCIATION BAY SECTION

Wm. John Cooper of Piedmont prepared an unusually fine program for the C. T. A. The speakers from abroad were able to "get across." Harold Foght has a great message on rural education, but does not present it forcibly. Superintendent McAndrews is a wit, a philosopher, a joy, a man, and an inspiration. He was worth more than the price of admission. Mark Keppel of Los Angeles, Dr. Abbot of Columbia and Miss Dobbs were excellent. There were many local speakers. The greatest of all of these was Stanley B. Wilson of the State Board of Education. We have heard Henry Ward Beecher, Theodore Tilton, Governor Bob Taylor, General Gordon, Bob Ingersoll, George Wendling and many other noted orators, and we can say after careful analysis of points that Mr. Wilson measures up to them as a hundred per cent efficient. He has a clear, magnetic voice. He neither mouths nor mushes his words. He has no self-evident tricks. He does not ride to applause on climaxes, but rather on what he says. The effect is therefore more in the quality of his voice and in what he says rather than in how he says it. Mr. Cooper made an excellent presiding officer. H. B. Wilson of Berkeley was elected president for the ensuing year. There were many interesting features of the meeting, including sections, luncheons, etc.

Dr. Henry Schenkofsky, the author of "A Summer With Union Men," and a social worker of unusual ability, has been chosen social director of boys' clubs for East Oakland.



SUPERINTENDENT F. F. MARTIN
San Diego County, Cal.

Superintendent Martin was recently elected by the Board of Supervisors to succeed John F. West, who resigned to accept the superintendency of Pasadena. Mr. Martin accepts the office at a financial loss, as the principalship of the National City schools brought him a larger salary. The opportunity of a larger and more important work will be some recompense. The county of San Diego will have a young man for superintendent of high ideals and one who will accomplish much.

Superintendent Martin is a man of broad culture, refined, tactful, and of the highest type of efficient manhood.

A unique case involving the reputation of a teacher occurred in Judge Myers' court in Los Angeles recently. Mrs. Antonio Fullerton sued some fifty or more people who signed a petition asking the Board of Education to dismiss her, in which it was charged that she was "unfit to teach in any civilized community; that her daughters, who wore trouserettes and turned the cart wheel, were immodest, and that the family goat was a nuisance." The Board of Education dismissed Mrs. Fullerton. She sued the people who signed the petition, and the jury awarded her the sum of $9,500.

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"My Country"

Superintendent Frick of Alameda County Made a Strong Point in His Talk on Americanization at the Bay Meeting of the C. T. A.

Superintendent Frick said that in the execution of the new law on Americanization no teacher should attempt to impart this subject to others unless he himself is fully prepared and ready to convey from his **OWN HEART** the message of better citizenship.

President Wilson says:

> "I urge that teachers and other school officers increase materially the time and attention devoted to instruction bearing directly on the problems of community and national life. . . . It is a plea for a realization in public education of the new emphasis which the war has given to the ideals of democracy and to the broader conceptions of national life."

No one can attend any of the meetings of the C. T. A. being held these days without feeling the spirit of a better citizenship that emanate not only from the lips but from the very souls of speakers like President Wilbur, Superintendent Wood, Superintendent Cooper, and Doctor Barrows.

Publishers of school books are doing their share in this great work of Americanization by publishing and pushing for use in schools from one end of the country to the other, books like Grace Turkington's **"MY COUNTRY"**—which is uncompromisingly American with the sort of Americanism that appeals to all classes, rich and poor, native born and foreign born.

About a half million copies of this book —"MY COUNTRY"—have been placed in the schools of America during the past six months. No book on civics published for years has made such an immediate and popular appeal. This is largely because it enables the teacher **AND** pupil to do as Superintendent Frick advocates and together study the subject with a heartfelt interest.

"My Country" will be found of exceptional value not only as a textbook in civics for grammar grades and junior high schools but as a supplementary reader in these grades and for Americanization work among aliens in evening schools and elsewhere.

A copy of "My Country" will be sent on approval to any teacher in California, the understanding being that the book may be purchased at a discount of 20 per cent from the list price (96c) or returned to the publishers—GINN AND COMPANY at 20 Second Street, San Francisco, California.

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The Magic Solder for Jewelry and all Metal Work. Per Tube $0.50

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Charles C. Kelso, Originator of the School of Naturalization

In Los Angeles Charles C. Kelso is known of as the man who teaches citizenship. He is the head of the School of Naturalization. To the mass he stands as the agent of the school department, who is in charge of one of the problems confronting it. To the thousand or more men that come into his classroom and hear his explanation of the rights and duties of citizenship, he is the leader that is showing the way to those that desire to be real and true United States citizens. To them he is the idealist, the practical man, the exponent of democracy, a believer in democracy, and more still, a believer and teacher of the fact that a democracy is a state of mind that is in constant motion. And that this democracy is being constantly changed and molded by forces within and without. He leads his listeners on till they see that they themselves are the forces that mold, till they realize that a democracy is only the working out of the will of the many, not of the few.

In Los Angeles the United States courts recognize a certificate of graduation from the School of Naturalization and admit a person to citizenship without examination. Men applying for citizenship in these courts are now required to attend this school. Consequently, everyone applying for citizenship in that part of California, if conveniently near Los Angeles, attend the naturalization school before they receive their final papers of citizenship.

The course consists of ten lectures. According to Mr. Kelso, the course covers national, state, county, rural and city government. Civics is treated as a biological study. Society is treated as a living, growing organism with new needs and new possibilities continually arising. Mr. Kelso believes that the citizen needs to know something concrete about the framework of government, the Constitution and its threefold departments of government. Moreover, social justice is emphasized. These topics are covered in a period of ten weeks.

In his work, Mr. Kelso is assisted by Mrs. Kelso, who acts as the clerk of the various classes and keeps the attendance. Mrs. Kelso is vitally interested in the wives of the men who attend the school, and the effort is being made to get all of the wives to attend the meetings with their husbands. So far the success has been quite good, the proportion being about one to four. The fact that the wife votes as soon as the husband is naturalized attracts many of the women.

Mr. Lawrence J. White also assists. Mr. White has classes of men who are somewhat deficient in the reading and writing of English and have to have instruction orally.

According to Mr. Kelso, foreigners do not rush into citizenship as soon as they arrive in this country. It is only after five, ten, fifteen or twenty years that many of them decide to obtain the rights of American citizens. As a result of this, most of the men applying for citizenship are well-learned in American customs and understand the English language quite well. The course in naturalization is not a school for teaching English to foreigners. It is a place where men already partially acclimated have a more thorough explanation of the American democracy.

To sit in the back of the room and listen to Mr. Kelso talking in his quiet way to a hundred and fifty men eager to be citizens, is a pleasure. Mr. Kelso aims to give more than the knowledge of the institutions of our government. He attempts to teach of the spirit of Democracy and to make his students realize that they are to be part of a great scheme of things, and that, this being a part, is a privilege as well as a duty.

A GREAT HISTORY

Our United States—A History. William Backus Guitteau, superintendent of schools of Toledo, Ohio, has written, and Silver, Burdett & Company has published, a history from a viewpoint that meets all the requirements of an ideal history. The author is the first writer on school history to give a well balanced account of Balboa, Magellan and other historical characters of the Pacific. The industrial development of the West is also written with a greater appreciation of conditions than in any other book. The most important feature, however, of the whole book is the sane and commonsense way in which the great industrial problems of labor and capital are treated. There is a complete treatment of the recent war. The half-tone pictures of the war are most excellent. The language of the book is direct, simple and therefore easily comprehended by the pupil. We predict for "Our United States" an unprecedented success, and that it will be the most popular school history for the next ten years on the market. We have reviewed many books, but we have never reviewed any book that seems to us to cover the field of a school history so full and so complete, and meets every requirement from the standpoint of a 1920 teacher and a 1920 pupil as this history does.

WESTERN SCHOOL NEWS

The Santa Ana Register makes the following comment:

"Predicting radical changes in school curriculums, H. B. Wilson, superintendent of schools at Berkeley, declares that 'technical grammar will go out of the window, spellers will be one-third their former size and arithmetic one-fifth, within a few years.'

"The declaration of the Berkeley school superintendent may not be as far-fetched as most of us would think upon first reading it. Has not the tendency been right along that line for years past?"

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

The unrest in the world, the wailing of nations, the battling of wild souls against the old way, the questionings of the ignorant and the trained mind, the chaos of judgment existing as to the real value of things or of anything, is a condition that makes the educational world a fevered patient. Where there are no whirlpools there is stagnant water. Where the whirlpools foam and the rapids roar, mile upon ceaseless mile, the boat goes down in the end.

There was a time when a teacher knew what was good to teach. He knew it was good, and, because he knew, he built and tore down nations, he conquered continents, he made men and women who lived confident in pain and happiness, because they had more faith in the true value of things.

Science has opened a thousand doors leading down a thousand avenues, each one resplendent and luring. The teacher stands upon the rostrum, his eager students before him; he does not know what is good to teach.

Thus we have a thousand schools, a thousand teachers, a thousand avenues, a thousand doubting leaders gazing at the other nine hundred and ninety-nine and wondering if what they are teaching is good.

When the teacher believes, the student believes, and the world follows. Perhaps, out of this present state, we shall as a whole decide what is good and stop putting up to the ten-year-old the solving of life's whole mystery.

Polytechnic High School, Los Angeles, knows that vocational education is good for certain boys and girls, and, because it knows, it is good. The blazing of the rows of forges in the foundry, the maze of row upon row of machines in the machine shop, the busy hum of saws in the wooodworking department, the hard-working students in the pattern shop, everywhere an eager mass, all working, all intent upon something, and much interest, give an impression of something worth while.

The cause lies, perhaps, in the picked group, some twenty-two hundred students crowded together eager after industrial training. Further, it lies in equipment and instructors. W. A. Dunn, the principal, is a man who is heart and soul in his work. Furthermore, he believes he has a corps of instructors who know what they teach and how to teach and who are satisfied with the opportunity of doing such work.

A. L. Twining, head of the physics department, Polytechnic High School, Los Angeles, is writing a book on electricity.

Miss Hettie Withey is teaching history in the Chaffey Union High School, Ontario. She is giving an excellent course in citizenship, in which she is laying the foundation for a thorough understanding of the civic problems facing the citizen.

Donald P. McAlpine, principal of the Boys' High School, Riverside, is in charge of a growing institution. The High School, Night School and Junior College have all made large growth over last year.

A. S. Orcutt, who handles biology and zoology in the Boys' High School, Riverside, is a teacher of exceptional enthusiasm.

Chaffey Union High School is proud of its courses in entomology. For the presentation of the course it has secured Geo. P. Weldon, formerly chief deputy commissioner of horticulture of California.

The Junior College at Riverside, under Dean A. H. Smith, now enrolls over 125 and ranks as one of the largest in the State. An exceptionally good group of students have enrolled, and Mr. Smith expects to accomplish a great deal of good work.

Arthur G. Paul, head of the Night School, Boys' High School, Riverside, is intending giving a course in citizenship which shall unobtrusively teach of American ideals and duties and privileges.

Charles J. Booth, head of agriculture, Chaffey Union High School, has over a hundred high school students, some twenty-five junior college students and four assistants in carrying on the work. Project farming and experimental work on the three ranches belonging to the school, give the students excellent practical work.

W. A. Fiske, librarian and science teacher at Chaffey Union, is giving a college course in geology in the Junior College.

A. N. Wheelock, superintendent of Riverside, believes in the use of the Problem Method in the teaching of grammar school students.

B. R. Crandall, superintendent of San Bernardino, is fitting into his work in a most capable way. Under his guidance a number of large school buildings are to be erected soon.

John F. West, superintendent of Pasadena, during his short time in office, has gained the confidence of Pasadena. The prospects are for a favorable four years.

John A. Cranston, superintendent of Santa Ana, is a football enthusiast as well as a live schoolman.

Miss Tacie May Hanna teaches nothing but dramatics in the San Bernardino High School. She has written several plays herself that have been quite widely produced.

A. M. Byrn, in manual training at the San Bernardino High School, has excellent shop equipment to work with.

J. L. Van der Veer is teaching mechanical drawing and woodworking in the Anaheim High School.

At Upland Mrs. Edith S. Troller has charge of over 525 students. The school system has increased a 100 over last year. According to Mrs. Troller she has lost only one war-bride teacher. The rest are still teaching in the Upland schools.

J. W. Graves, district superintendent of Ontario schools, has over 800 students this year. Kindergartens have been put in the three largest schools.

F. P. Taylor, principal of the Girls' High School, Riverside, has a larger school than ever before.

Miss Olive Clark is vice-principal in the Colton High School.

G. H. Jantzen, superintendent of Colton schools, has a special school for the Mexican children. They come and drop out as the spirit moves. As soon as grape-picking is over, a hundred and fifty more students will drop into the school.

Fullerton High School, under Louis E. Plummer, is to undergo quite an expansion this year. Plans have already been drawn up for a number of new buildings.

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C. A. Worsley, head of science, Fullerton High School, is giving the course in college physics. His department has increased so much that a larger building is to be built for him.

H. W. Daniels, Fullerton High School, is on his thirtieth year of work as a high school science teacher.

A. A. Tracy, head of biology, Fullerton High School, spent this summer gathering wild medicinal plants in the wilds of San Bernardino mountains.

L. O. Culp, head of physical training, Fullerton High School, has a football team that is out for a second consecutive State championship.

Captain D. Brunton, principal of Orange, is back in the teaching game, after a two-years' trip to Europe.

Santa Ana High School and Junior College, under D. K. Hammond, has started out upon one of its most successful years. There is a large number of students and several excellent teachers have been added to the faculty.

E. J. Shives, formerly principal of Oceanside High School, is head of the history department, Santa Ana High School.

Miss M. Birdenia Henry, head of the physical training department, Santa Ana High School, has her girls organized into military companies for exercise and games and gymnastic drill.

J. Russell Bruff, teacher of biology and botany, Santa Ana High School, has just come to California from Iowa.

C. N. Carter, head of agriculture, Pasadena High School, is doing a lot in agriculture. He has over a hundred students. The school rents twelve and a half acres next to the school premises. The agriculture sublets this land to the students and charges them for water, use of implements, etc. The students during this last year have sold more than $2500 worth of produce off the land. Many of the boys have come to see that agriculture is quite profitable. The department raises chickens, hogs, has several cows, a hot-house—in fact, a regular farm right in the heart of Pasadena.

Superintendent W. L. Stephens of Long Beach is in a campaign for the raising of over $400,000 for new school buildings.

Supervisors Make Ruling for Library

Among the matters taken up at the special session of the supervisors recently was the matter of purchasing textbooks for the use of the schools by the county library.

It was ruled that only the money turned over by the schools shall be used for the purchase of textbooks. Heretofore that service has been practically unlimited, but the changes made in the textbooks which would necessitate the purchase of many new books made this action necessary by the supervisors. There are now 20,000 supplementary books on hand, according to Mrs. Julia G. Babcock, librarian, which enables the library to give good service.—Bakersfield, California.

Prof. M. G. Boynton is the new high school principal at Hemet. Dr. Waite will act as district superintendent.

The El Centro Progress, of date of September 17, reports seven rural schools without teachers in Imperial County.

Theo. C. Kistner, San Diego architect, threatens to sue the Board of Education of Anaheim. The board dismissed Mr. Kistner, it is claimed, on account of his refusal to approve a certain heating and ventilating system.

There are five schools in Nevada County without teachers, according to the report of Superintendent Richards.

Miss Vaugh of Lakeport has resigned, and on September 20 her place was still unfilled.

The trustees of the Rosedale School District, Fresno County, will receive sealed bids up to October 1 at the office of Glass & Butler, architects, Cory Building, Fresno, for the construction of a two-room school building. Plans may be obtained from architects. All bids must be accompanied by a certified check for ten per cent of the amount of bid, payable to George Myers, clerk of Rosedale School District.—Fresno Republican, September 28.

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Bids Wanted

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Public Schools

News Notes of Bids Desired for New School Buildings; for Furniture for New and Old Schools; for Equipment; and School Supplies Generally.

(Free publication will be promptly made in this column of all bids furnished by country school superintendents and others interested; and special attention of all advertisers will be directed to the items. Letters regarding this column should be addressed to Chauncey M'Govern, Associate Managing Editor, Hearst-Examiner Bldg., San Francisco; telephone: Kearny 4021.

Governor Stephens has appointed Edward Glass of Fresno and San Francisco on the State Board of Architecture. This is a fine appointment, as Mr. Glass is a graduate of the University of California, of the University of Pennsylvania, and has by all his work in California shown that he is a young man of extraordinary ability and has a large vision of not only the school plant but other architecture as well.

Lovelock, Cal., has voted $50,000 for a new school building.

Architect W. C. Hayes, First National Bank Building, San Francisco, is preparing drawings for a high school at Berkeley, which is to cost $750,000.

Architects Woollett & Lamb, Physicians Building, San Francisco, are preparing preliminary plans for a high school building for Chico, to cost $450,000.

Orange, Cal., has voted down a proposition for a $50,000 high school.

An election will be held this month at Bishop, Cal., on $150,000 bond issue for high school buildings.

Fowler, Cal., voted last month in favor of $150,000 for a new high school building. The vote was eight to one.

A grammar school with domestic science and auditorium, to seat 800 people, to cost $75,000, to be erected at the town of Burbank. Allison & Allison, architects.

Long Beach, Cal., Board of Education is preparing a $500,000 bond issue.

Visalia, Cal., wants bids for a high school gymnasium. Architect Jos. J. Rankin is the designer.

District Attorney C. C. McDonald of Winters, Cal., is preparing papers for a $50,000 bond issue.

The Board of Education at Marysville is preparing a bond issue for a new high school building.

Plans are being prepared for a $75,000 school building and bond issue therefor at Pasadena.

Oakland School District holds an election in October for a $2,500,000 bond issue.

Los Banos, Cal., has voted $20,000 for a new gymnasium for the high school.

A special election to vote $150,000 school bonds for a modern high school building in Fowler, Cal., will be held in the Fowler Union High School this month.

A high school bond election will be held in the Madera Union High School District in October. $100,000 is wanted.

At Menlo Park, Cal., plans are being discussed for a separate institution for the collegiate department at St. Patrick's Catholic Seminary.

The Modesto High School and Grammar School bonds carried this month by big majorities. $350,000 were voted, of which the high school portion is $165,000 for enlarging present buildings and putting in new gymnasium equipment.

Santa Ana, Cal., has voted $50,000 for a new auditorium at the Santa Ana High School.

El Segundo, Cal., is arranging to spend $125,000 for a school building and auditorium.

Plans for a group of high school buildings at Bishop, Inyo County, to cost $150,000, have been awarded to Architect W. H. Weeks, 75 Post street, San Francisco.

The Board of Trustees of Stanford University has raised some of the profess $4500 to $7500 and others from $2500 to $3000. Why in the name of social culture the difference? Has H. C. L. increased for the $4500 man more than for the $2500 man? Something wrong here, Mr. Hoover. What is it?

BOND ISSUES

The city of Chico, Chas A. Camper superintendent, has just voted nearly a half million for new high school building and grounds and some other school improvements, by a vote of 7 to 1. The site of over thirty acres near the old Bidwell homestead has been selected. The magnificent oaks, the roving stream of pure mountain water, the open space, make this an ideal spot for a high school.

Superintendent Camper and his able assistants have the hearty co-operation of the people in building in Chico a school system that stands for progress and efficiency.

The city of Sacramento, C. C. Hughes superintendent, has just voted nearly four million dollars for new school buildings and sites. The vote was almost unanimous. Superintendent Hughes is to be congratulated in having back of him the substantial citizens of Sacramento in carrying out his large visioned plans for the educational future of the city.

On Tuesday, October 21, the city of Oakland voted almost five million dollars for an enlarged school plant. Superintendent Fred Hunter had a tremendous task to create public sentiment in favor of the bonds. It was done through a campaign of educational publicity, and won. This bond issue of five million dollars will mean a thousand times as much to humanity as a battleship. Superintendent Hunter has won a big victory. San Francisco, Oakland, Berkeley, Sacramento and Chico went over the top in the increase of the school plant. It will mean that California will lead the world in its new school plant.

Superintendent Harris of Modoc county held her institute on October 13, 14 and 15. Superintendent Geo. Schultzberg was the principal instructor.

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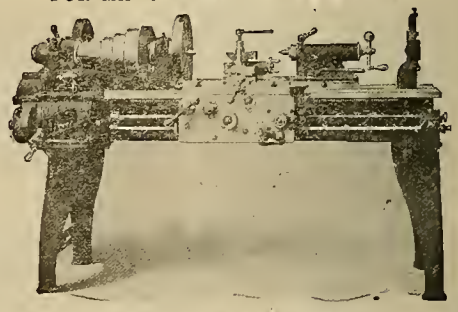

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The San Francisco Board of Education has made an innovation following the suggestion that there should be more co-operation between teachers and officials, and the initiation of measures should come from the schools and not always from the Boards of Education. With this fundamental law of a republican form of government in view the Board adopted the following resolution:

"Resolved, That the members of this Board of Education and the Superintendent of Schools welcome with sincere pleasure the opportunity to accord to the teaching body of the San Francisco school department representation at the regular meetings of the board and express their readiness to extend to the representatives of the Tachers' Association in the person of its president, Mr. Aaron Altmann, every courtesy and every opportunity to be of assistance by such suggestions and advice as his own tried judgment, together with that of his colleagues, may move him to submit."

The Mariposa county institute will be held Thanksgiving week; the Kern county, the San Joaquin county and the Santa Clara county all on the same week. The Merced county institute will be held October 27, 28, 29. The C. T. A. Southern California Section will be held in Los Angeles about Christmas. Dr. E. C. Moore has invited Dr. Snedden and many other notable speakers.

Mark Keppel, Superintendent of Los Angeles county, was kept exceedingly busy the week of October 13 to 18. He spoke at Half Moon Bay, at Santa Rosa and at the C. T. A. in Oakland. He was at his best and made a splendid impression by his clear-cut ideals on American citizenship, not for the other fellow, but for each one of his hearers. He talks not on what we should do at Washington, or Paris, or Berlin, but upon what each of us should do in our own environment.

The California Schoolmasters' Club held an interesting session in the Hotel Whitcomb, San Francisco, on Thursday evening, October 15. Superintendent H. B. Wilson presided. The principal speakers were Dr. Harold Foght and Superintendent Wm. McAndrews. The community singing led by Jimmie Preston was fine. There was a large attendance, and twenty-five new members were elected. Dr. Hatch and Con Davis acted as secretaries. The sanitation of the room was not 100 per cent efficient, but fortunately the cigars gave off such corrective smoke that the germs were undoubtedly all assexualized so no real harm was done.

Chas. B. Stillman of the American Federation of Teachers was a visitor to California during the week of October 13. The local branch of unionized teachers entertained him and he spoke at several meetings on the benefits of the unionizing of teachers. There was a dinner at the Plaza hotel, a meeting on Saturday morning, the 15th, in Oakland, and the question of unionization was given every opportunity to be heard. A full discussion of the subject will do neither those opposed or for unionizing the teachers any harm.

The San Jose Evening High School has three new automobile courses.

Who would believe it?

"Wanted by County Superintendent of Schools Mark Keppel: Half a dozen or so good teachers to see him immediately about positions as elementary school teachers in various parts of the county. If a number of teachers with good records will register at his office at once, the policy of 'first come, first served' will be followed."—L. A. Examiner, September 27.

The El Centro schools, under direction of Superintendent Bowcher, are making great progress, both in numbers and efficiency. The new director of physical education, Prof. Estes, is 6 feet 3 inches and weighs 200 pounds.

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DECLARATION OF PRINCIPLES CONCERNING THRIFT EDUCATION

Adopted at a Conference of State Superintendents of Public Instruction of the West

We are living in a period of exceptional extravagance and high prices. Never in the history of the nation has there been such waste of time, labor, money and materials. During the war, the people of America were told that thrift would win the war, that we should save food, clothing and money. The people responded to the drives that were made and saved, sometimes until it hurt. It is evident, however, that the practice of thrift has not carried over. On the contrary, there has been a reaction that has now reached the point of danger. We therefore feel that a concerted effort should be made to check extravagance and promote thrift as a life habit.

Thrift is the saving of four things—time, talent, health and money. It needs no argument to show that these things are essential in the life of the nation. The world will not be safe and stable until there is greater conservation of these things. Our nation is facing a winter of unpreparedness. Unless the prices of shoes, hats, clothing, milk, butter, eggs, potatoes, flour, fuel and other necessaries are reduced, the children of the nation will suffer. At such a time it is alarming that people of small means should make extravagant and unnecessary purchases, and even anticipate their income by making such purchases on time. Children growing up under such conditions are certain to develop false ideals and form extravagant habits.

In the interest of the future citizenry of America, we, the state superintendents of public instruction in the Twelfth Federal Reserve District, appeal to our people to do everything in their power to discourage and check extravagance, and by precept and example, to aid the schools in the teaching of thrift. We urge upon school officials and teachers the necessity for the teaching of thrift, as a patriotic duty and as a means of meeting this great social and economic crisis. As a practical plan of procedure, we advocate the following steps:

First: The teaching of the principles of thrift as a regular part of the school programme.

Second: The setting up of suitable administrative school machinery to enable and encourage children to invest in thrift and war savings stamps.

Third: The checking of extravagance in dress among school boys and girls manifested in many ways, but especially in the purchase of silk hosiery, silk shirts, neckties and expensive footwear. To this end we recommend that school boards and teachers insist upon reasonable economy and modesty in dress and we appeal to parents and pupils to co-operate in the effort to check such extravagance.

Fourth: That thrift education be regarded as a continuous process, involving habit formation that must be directed and controlled outside of school as well as during school attendance.

Adopted at San Francisco, Oct. 1, 1919.

Signed: Josephine Corliss Preston, Superintendent of Public Instruction, Washington; G. W. Child, Superintendent of Public Instruction, Utah; W. J. Hunting, Superintendent of Public Instruction, Nevada; Ethel E. Redfield, Superintendent of Public Instruction, Idaho; Will C. Wood, Superintendent of Public Instruction, California.

Supplementary Resolutions

Resolved, That no Federal Government communications on war savings work be sent out directly to the schools of a state, but that all such communications from the Federal Government shall be approved by the director of the war loan organizations of the Twelfth Federal Reserve District before being sent to the respective state superintendents of public instruction.

Resolved, That because of common problems the state superintendents of public instruction of the Western States meet at least once a year at such time and place as may be mutually agreed upon from time to time.

Resolved, That teachers in elementary and high schools, having equal training and equal experience, shall receive equal salaries.

Resolved, That we favor a larger unit of local school administration based upon natural, social and economic grouping.

Mrs. Grace Ashley of the Los Angeles Board of Education has gone to New York. It is reported that she will give the "once over" to a number of possible candidates for the city superintendency.

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William F. Rignalda, who has had quite a career as educator, is now the principal of the Yerba Buena School, Ventura.

The Board of Education of the city of Los Angeles refused to re-employ A. G. Matteson. The case was a notable one, as the labor unions demanded that he be reinstalled. When the decision was made, Mr. Matteson is reported to have said: "I am disappointed, but the fight is just begun, as I am backed by the American Federation of Labor."

C. E. York has charge of vocational agriculture in the Campbell High School, under the Smith-Hughes act.

Frank L. Huff has resigned his position as principal of the Washington School. The Board of Education has elected to the position Miss Nell O'Brien. Miss Bessie McCabe will be supervisor of the primary grades of the San Jose schools in addition to her present position as primary supervisor of the Normal Training School. The San Jose school department is also arranging to secure the services of a supervisor of kindergartens.—From San Jose Mercury, September 15.

Women to Learn Home Hygiene

New York, Oct. 17.—Every woman in America will be offered instructions in home sanitation, hygiene, care of the sick and dietetics, under plans being formed by the American Red Cross, Miss Clara D. Noyes, who succeeded Jane A. Delano as director of the department of nursing, announced today. Miss Delano also wrote "Home Hygiene and Care of the Sick," a textbook that is rendering great service in this work.

These courses are being introduced in the public schools and colleges, she said, and classes are being organized among women in various industries to enable them to combat scientifically child mortality, malnutrition and insanitary living conditions. Thousands or nurses who served in the war are enlisted for this work.

While statistics show that 48,000 American soldiers were killed in battle during the war, she said that 300,000 children had died in America in that time, and that most of them could have been saved through proper nursing. Miss Noyes said that 16,000 women die every year in giving birth to children and that most of them die from preventable causes., The influenza epidemic, she added, has a world casualty list of 6,000,000.

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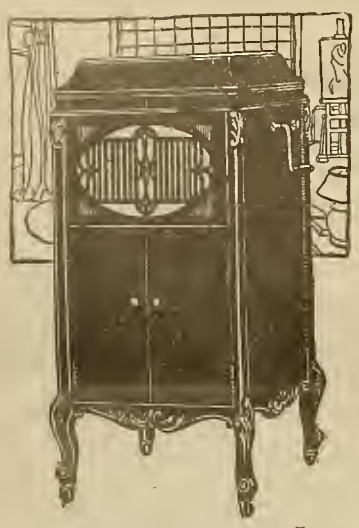

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More than any one thing the faculty of observation accounts for the success of one class of men.

Any one could have thought of giving away shares as did Mr. Emerson, yet he alone saw the opportunity which had offered itself to scores of others for many years; Mr. Emerson was observant.

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Vol. XXV, No. 11 SAN FRANCISCO, NOVEMBER, 1919 Price, 15 cts.

MEETINGS

Bay Section the California Teachers' Association; H. B. Wilson, President, Berkeley, Cal.; W. L. Glascock, Sec-

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the California Teachers' Association; R. B. Leland, San Jose, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone, Mr. Hinsdale, Sacramento; Julia Phillips, Porterville.

The Western Journal of Education

HARR WAGNER, Managing Editor.
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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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THE ART OF PANTOMIME IN THE SCHOOLS

There is a way of reaching the inner consciousness of the young in the schools by a very simple method—that of pantomime. The teacher tells the story, the boy or the girl follows the teacher implicitly, and acts it out in motions and in emotions. Scenery is not absolutely of importance, but costuming is. The child takes on the character he masquerades, with the garments he has assumed. Little preparation is needed, no words are to be committed to memory—it all hangs on the teacher. They act out what she is relating.

I have had much experience with this kind of art for the young, and it works beautifully toward the end of reaching the heart of the child. And toward the end of teaching Obedience in a pleasant way.

In this number of the Western Journal of Education is given a sample of a word-story-to-be-told, and to be acted out. The chief character is that of the Princess California. She should have a wealth of dark hair and be very serious. A piece of yellow cloth doubled, with an opening at the place of folding, through which to admit the head of the little girl taking the part, will supply the Princess' chief garment, which may be worn over any ordinary white frock. A paper crown will serve. Two tiny maids of honor (or four, as may be desired), with folded pieces to put over their heads, over any ordinary school-dress, will give an air of festivity to them; while on their heads are bands with paper roses sewed on, to tie under their hair. One carries a bag of many kinds of lace and silk and flashy fancy-fixings from the old bandboxes

The king and the queen both wear paper crowns. Draperies are wound about them. The princes who seek the hand of the Princess are, first, the Indian wrapped in a straight piece of goods to represent a blanket, a fillet about his brow, bow and arrows in his hand, and a quiver on his back. Next follows the Spanish-Mexican with broad hat, serape, guitar in his hands. After him, the Oriental, in loose blouse, queue and skull cap. Last of all the white prince, in army-cape of dark blue, slouched hat, spurs on his heels to show that he had been riding for three thousand miles to reach her side, or may be simulated.

The farandole at the end may be easily arranged with each four, hand-in-hand, coming forward; bowing and retreating to let another four dance to the front, and retreat; then dance past each other sideways—always four, hand-in-hand. The prince, princess, king and queen in the first four, the four maids of honor, the second four, and so on till all are included; the other princes with one added to their number, the three court officials with one added, will give four fours, which are needed for the gaiety of the farandole. Spanish music, such as the cachuca, will serve, as it will keep the step halted and not permit of too much boisterousness, which has to be guarded against. This pretty little play is intended for the Christmas season.

"THE PRINCESS OF CALIFORNIA"—A PANTOMIME

By Ella Sterling Mighels

First Historian of Literary California—designated so by the Legislature of 1919

Now, then, there is nothing more fascinating than a Princess. From the top of the pearl-embroidered cap upon her flowing tresses to the heels of her golden slippers, she is an object of divine interest. She is supposed to be a little above ordinary mortals and therefore not endowed with the same feelings and emotions. But I once knew of a princess who was as dear and sweet and simple-hearted as a child underneath all her splendor. She was more beautiful than all the king's daughters of the usual fairy-books, with her flowing raven hair and milk-white skin and cheeks like roses and lips of coral. She was free of limb and full of strength, like a sculptor's model. In her eyes, with their long fringes, was a darkling look as if one gazed into a deep, deep well.

Her mother, being the Queen of All Mountains in that part of the world, and her father Pacifico, being King of All Waters, she had a right to be full of pride and dignity. But the strange thing about the Princess was that upon her face, so fair and beautiful, was a shadow—a shadow faint and indistinct at first, but gradually growing darker and darker. All the court noticed the strange shadow, and so finally did the king and queen. But when her mother sent for her and asked her before them all, what was the cause of this shadow, the Princess stood for a moment in silence.

Then she replied, "I do not know, only that I am so unhappy."

In terror at these words, the king called his councillors together to know what to do to banish this cloud from the Princess' face. And so they all went into the cabinet-chamber and talked wisely to each other.

"It is for lack of splendor and luxury," said they all at last. "She is longing for jewels, and trinkets of adornment, and beautiful clothes such as delight a maiden's heart. Give her these, and the shadow will vanish."

And so the king sent for the gnomes of the under-world and bade them bring up their choicest gems—their diamond necklaces, and ruby bracelets, and ropes of pearls with brooches of sapphire, and rings that blazed like stars, together with a thousand glittering ornaments to bedazzle the sight. Then the king bade the cobweb fairies spin their finest gossamers of lace and silk, and brocades and tissues of gold and silver with nets all spangled, with diamonds and pearls, and all these treasures were lavished upon the beautiful Princess. But she sat there drooping still, for the shadow only grew the deeper.

Again the king called for the wise men and put the question to them. "It is music that is lacking," said they all. "She is longing for silver lutes and beautiful harmonies. Give her these, and the shadow will be lifted."

And so the King of All Waters sent for the wind fairies and the spirits of deep ocean and bade them play upon their aeolian harps and shells and lift their voices in song. And music sweet was wafted through the palace, and then music mighty in its glorious harmony, speaking of Nature's passions in the air and upon the sea, arose and thrilled the land. But the shadow remained upon the Princess' face.

Again the king called his council and demanded what was to be done. The prime minister looked at the secretary, and the secretary at the treasurer, and finally in deep despair the treasurer at the sage of the council, for they were all afraid to speak.

"Well, well?" said the king.

And the sage said: "It must be that the Princess is longing to meet her Prince. It is the time, doubtless, for her swyyamvarra." Now the swyyamvarra was an Oriental custom which in modern English means "a coming out." It was the time for the Princess to issue cards and say that she was "out in society," and that all marriageable young gentlemen who were heirs to kingdoms were to appear on the scene, present themselves before her, and the Princess would choose one to reign with her.

And the king said: "Why didn't you say so before?"

Now there was a great hubbub in all the kingdoms round, and every Prince arrayed himself in silver and gold and dazzlingly appeared before her with his most charming smile to win her for his bride.

In all splendor, with a sound of drums and weird singing, there came first the copper-colored prince. He was wrapped in a gorgeous blanket with plumes upon his head and with scalps at his belt and arrows in his hand. He gazed at the Princess with an eye as strong as an eagle, but she only gave him a half-glance, and the herald said, "Pass on, O Prince!"

Then followed, with a tinkling of guitars and sweet voices singing a sleepy sort of love-song, the swarthy prince. He wore a red velvet suit with flaring pantaloons trimmed with gold lace and fringes, and his hat was tall crowned and decorated with silver. He gave her a charming smile, showing beautiful white teeth beneath his curling mustache, and his eyes were black as night. The Princess looked at him and it almost seemed as if she faintly smiled in return, but it faded away at once, and the words were heard, "Pass on, O Prince!"

Then it was that there came an unearthly sound of gongs and queer pipes and one-stringed fiddles, and there sprang into sight the almond-eyed prince. He wore robes of yellow and crimson and green silk, and upon his tea-colored face was an insolent smile, while a long plait of black hair hung down his back like a tail. But the Princess shivered, as well she might, and turned away her head. And the herald called out, in relief, "Pass on, O Prince!"

Then, last of all, came the white prince. He wore a traveling suit, for he had ridden his horse three thousand miles, from the land of the east, to answer the summons, and he had fought his way through bands of savage hordes to gain her presence. He lifted his hat and bowed before her. His tall boots were of the choicest leather and his trousers, tucked within, were of the finest wool. His broad shoulders showed well beneath the web of his dark-blue shirt and his short cloak was flung back in his haste. As she looked at him, she saw it was not his clothes but the fairness of his milk-white skin, the gold that shone in his hair and the azure flame that

burned in his eye that bespoke his majesty. The Princess gazed upon him a full moment, then presently she arose and give him her hand, and he knelt and kissed it reverently as a true man should who wins the love of a true woman, be she Princess or just simple maiden. And then it was that the trumpets pealed in triumph.

But in the midst of all the splendid scene the people of the court saw that the shadow still lay upon the Princess' face. The king and the cabinet were puzzled. They called the white prince into their council and implored him to find out the cause of the shadow, for they could not.

Now he was a wise prince, as well as being a handsome one, and he understood. He folded his arms and addressed them thus: "What wonder the shadow lies upon the face of the Princess? Her arms are decked with jewels, her dress is cloth-of-gold, flowers are wreathed about her head, wheat and poppies and grapes of blue and red and white, and fruits and oranges are lying at her feet, beauty and splendor are showered upon her unceasingly! How can she be happy, receiving all and giving nothing?"

And then it was a light broke in upon the mind of the King of All Waters and his wise men.

"It is against Nature!" continued the white prince, flinging out both of his arms in his earnestness. "If you would remove the shadow, let the Princess send for the sorrowful ones in less happy climes in the eastern kingdoms, across the waters of old King Atlantico—back to those from whom our race has sprung in ages past. Let her divide with them her glorious treasures of the gnomes and the under world, of the wind fairies, of the spirits, of the harvest and the fruitage. Let her share with them her mighty fields of grain and mountain heights of forest. Let her pour oil upon their wounds and give wine to the drooping spirits."

And the king and the queen and the cabinet and all the loyal subjects rejoiced, for they knew they had now learned the secret at last.

So it came that happy time of year when with winter solstice all hearts turn kindly to each other and the order of the evergreen makes sweet the air. The white prince had sent the good news of a beautiful Princess of the western sea who was waiting to enrich all who came to her kingdom to dwell, and groups of people were thronging their way thither by sea and by land.

Anxiously the king, the queen and the council and the faithful subjects all, and also the white prince, stood and watched the face of the Princess as she lavished the gold from her arms, the poppies and silver and wheat from her lap—gave away her fields and her forests and the treasures of her domain, and poured oil upon those who were in sorrow and warmed them with wine.

So they were changed in the twinkling of an eye, for the chilled people of cold countries were thawed into life again and the people prostrated from hot summers no longer drooped but were restored to health, and all united in singing a song of exceeding great joy.

Why, her dark eyes sparkled like gems and the smile of content irradiated every feature. She laughed a low, sweet laugh like running water, and turning to the white prince impulsively, she exclaimed: "I am no poorer; on the contrary, I am not only richer, but I am happier than ever before!"

Then as the glorious music struck up in triumphant strains, every heart grew light and feet began to tap in unison with the captivating measure. In his great happiness and gratitude, Pacifico, the King of All Waters, gave his hand to Sierra, the Queen of Western Mountains, and they all—the court and the people there gathered together—danced a farandole, for the shadow had fled forever.—Written for the Christmas News-Letter, 1890.

His Own Words

With an idea of testing his pupils' knowledge of their mother tongue, a Boston school teacher wrote on the blackboard the well-known proverb, "A wink is as good as a nod to a blind horse."

Then he told the class to rewrite this saying, using their own words, but retaining the original meaning of the sentence.

One youngster wrote: "A spasmodic movement of the optic is as adequate as a slight indication of the cranium to an equine quadruped devoid of its visionary capacities."—Corate.

MISCELLANEOUS GEOGRAPHY NOTES

By Dr. H. W. Fairbanks

Lecturer on Geography and Author of New Topical Geography Showing Changes Caused by the World War

The almost universal custom in organizing courses of study is to push formal geography too low down in the grades. To expect children in the fourth grade to get any good whatever from a general survey of the world through memorizing formal statements about them not only does a great injustice to the children, but shows a fundamental lack on our part of the fundamental principles of education. As a rule, formal world study is undertaken without any adequate preparation in a study of the home region, for the children have just reached a stage in which they can get much out of their environment. But yet, passing by the environment for a study of distant lands, they cannot possibly reason about these lands and their life conditions, but must of necessity merely memorize statements about them. Of course, the children can memorize facts if drilled sufficiently upon them, but he is a rash teacher who would dare affirm that they have any real understanding of them.

The printed course of study in a certain California city calls for the memorizing of 600 place names in the fourth and fifth grades. Those whose duty it is to drill the children in this barbarous course are aware that something is wrong, but if they fully realized the dulling and demoralizing effect of this work upon the children under them they would certainly refuse to be parties to such wrong.

When one attempts to talk new methods to our school authorities he usually finds them encased in a shell either of indifference, complaisant satisfaction or conservatism. The very worst sort of shell appears to be that of satisfaction with things as they are, a satisfaction brought about by a quasi knowledge of the subject and its needs. Such people look with a sort of pity on those who affirm they can demonstrate how utterly inadequate are our present methods in school geography, and it is impossible to draw them into a discussion of new methods. When approached on the matter of reorganization of the course in geography, re-apportionment of emphasis and need for better methods, they will say perhaps "that is good theory, but cannot be put in practice"; "the teachers are not prepared"; "the plan will interfere with the course in history." They appear perfectly willing to go on with the old two-time over memory method, and this in spite of the fact that a careful examination of present results will convince the most skeptical that they are farcial.

Are we ever to get rid of the "two-time over" or "three-time over" method in geography, wasteful of energy and destructive of the child's interest in the subject? Can any thoughtful educator defend this method on the ground of either expediency or pedagogy? Is there any sane reason why we should not have a progressive course in geography as in other subjects? The originator of this method must have had in mind the doctrine of "the last chance," according to which the door of knowledge is closed to the child when he leaves school. According to this doctrine we should make it our business to see that he has a smattering of facts of every sort and infinite in number before the last door of hope is closed. What a dreadful thing to have a child leave school and not know where the Yangste-Kiang is. What a misfortune if he does not know about Tanganyka.

A Good System?

It was the little lad's first report card and he presented it to his mother with a bit of misgiving, for there was one mark that worried him. Among the excellent standings the mother read, "Department 99," and she was pleased; but just as he had feared, she said, "You must have whispered." "Well," replied the little fellow, "I guess maybe I did whisper that many times, but I didn't think she saw me."

Quotation from letter of Art Alliance of America.

New York City, October 20, 1919.
Dear Mr. Meyer:
The Jury of the Textile Design Competition has awarded prizes to students in your school as follows:
$50 to Florence Lang—Second Prize for a design for dress cottons.
$25 to Laura de Veuve for dress cotton design.
Yours very truly,
Florence N. Levy,
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THE MAN WHO VITALIZED TEACHING

By Edgar W. Cooley

The rotation plan of vitalizing the teaching of agriculture is revolutionizing teaching in the rural schools of Missouri. It has been adopted in Oklahoma. It is the inspiration behind a state-wide drive for better country schools in South Dakota. Educators, not only in America but in other countries, are intensely interested in the rotation plan.

Dr. A. E. Winship declares it is the biggest idea in education since the time of Horace Mann. W. J. Beecher says it should be given most thoughtful consideration by all educators.

The rotation plan not only vitalizes the teaching of agriculture, but it vitalizes the teaching of arithmetic, spelling, language and all other subjects. It not only vitalizes teaching but it vitalizes the school itself. And it not only vitalizes the school but it vitalizes the whole community. This is the secret of its success.

The rotation plan was not an accident. It was not the result of just one happy thought. It was the outgrowth of the knowledge, the experience, the keen, constructive study of a man who has devoted his life to helping men and women, boys and girls everywhere—Prof. P. G. Holden, director of the Agricultural Extension Department of the International Harvester Company.

It takes courage to upset old and established traditions and customs. But for every emergency there is always a leader with courage. All his life Prof. Holden has been upsetting traditions, pointing out the better way—always he has been a progressive leader.

He believes in anything that means better farming, better homes and better communities. He believes in better country schools. He believes that the country boy and girl should have as good an opportunity for an education as have the city boy and girl. He is a man of vision, a man of action. Whatever he starts, keeps on going.

Perry Greeley Holden is old in experience, but young in vigor. Those who keep closest in touch with humanity live the most—and the longest.

History, mathematics, spelling, geography and other subjects taught in school are needful, but they should be taught in terms of every-day life and human affairs. Children must be interested or drop out of school. Anything to survive must have a purpose, a motive, an object. That is the Holden philosophy.

"If any American educator is entitled to be considered the spokesman of the country school, that man is undoubtedly Professor Holden," wrote Forrest Crissey in the Saturday Evening Post.

"If we are to have better live stock, better treatment of the soil, greater efficiency, greater producing power, better homes, they must come through the schools. This must be accomplished by teaching our boys and girls to do things better than anybody else ever did them," declares Holden.

There is but one formula for success: "Give to the world the best you have, and the best will come back to you." But we must give in the right spirit—at some cost to ourselves. In all things Holden has given his best, unselfishly, uncomplainingly.

It requires more than genius to make us love our daily tasks. It takes more than enhusiasm to teach a boy to know corn and clover and the dairy cow better than his father knew them. These things Holden has done.

Humanity is a stock company in which each of us owns one share. The great mass of us are toilers, but it takes leadership to convert toilers into doers. Holden is more than a leader. He is a constructive optimist. He elevates by inspiration, and, as he lifts, he builds a firm foundation under that which is being raised.

Some one has said that a statesman is "a man who evolves, conserves, preserves and builds a state." There are those who seek to do these things through laws and political power. But real conservation, real preservation, the real upbuilding of a state is not accomplished in legislative halls. The fertility of its soil, the extent of its agriculture, determine a state's growth or decay.

No man knows the science of agriculture better than does P. G. Holden.

He knows plant life—its needs, its friends, its enemies, its faults, its virtues. He knows the soil—its elements, its possibilities, its limitations. He knows how to conserve, how to put back into the soil that which is taken away; how to utilize, in the most economical and beneficial manner, all agricultural production. He knows how to substitute machine power for man power; how to use the brain and let gas and horses toil.

He placed King Corn upon its throne and crowned Alfalfa queen. He is a prophet of the day when American acres shall double their yield, when farmers and their wives and children will think more and work less. He is an apostle of safe farming; a herald of peace and plenty.

He is a preacher whose creed is that greater production is a result of mind, not muscle; whose theology is based upon the truth: "We must know; we must know that we know; we must know why we know." He is a teacher of the philosophy of a square deal, the first law of which is that the greatest heritage of the American boy and girl is their privilege to think and do.

He is more than a citizen of the United States. He is a professor in the University of the Great Out Doors. He is known wherever good agriculture exists. He has advocated better farming by word of mouth or printed page to every civilized people under the sun. He has set agricultural America to moving, and to moving in the right direction.

Corn, alfalfa, the silo, the dairy cow—these, he declares, are friends that never fail. But he thinks of them only in terms of the people. He measures them only by what they add to the comfort and welfare of humanity.

Senator Cummins of Iowa declares that Holden added thirty million dollars a year to the wealth of Iowa by showing the farmers of that state how to grow more and better corn. Governor Brough of Arkansas asserts that Holden multiplied by eight times the production of Arkansas by conducting a campaign for diversified farming.

Some men treat agriculture as an obtuse science. Holden teaches it in the language of the people. He teaches it whenever and wherever he can. He does not wait for opportunities to present themselves; he creates them.

His days know no beginning and no ending. Generally he arises before dawn; it is not uncommon for midnight to find him discussing corn or alfalfa with farmers. He has a working capacity of forty horsepower.

He challenged educators to produce a more vital study than agriculture, and proved its power to hold an audience by delivering for 144 times the only lecture on corn considered sufficiently interesting and instructive for the Chautauqua platform.

"If we are to help men and women, we must help them through the things they give to the world—their days, their toil, their efforts," he says. "It is only when people are using their own energy that you can help them."

As a speaker Professor Holden is forceful, always. Often he is magnetic. It is the enthusiasm for his work that makes him magnetic; it is his faith in his work that makes him convincing.

When he speaks his audiences are more than entertained. They are set to thinking—to planning to do for themselves. Action is the most important word in his vocabulary. In his dictionary the word "DO" is printed in capital letters.

He correlates corn and character, alfalfa and affluence. He makes the silo synonymous with service and the dairy cow the emblem of domestic contentment. He gives to each a personality. They are his friends and he pleads for them as he would for a brother. He insists upon a square deal for plant life, for animal life, for the boys and girls of America. He promises better homes and better living in return.

Many may not consider him an orator, but all will admit that he is Holden. There are many orators. There is but one Holden.

RESURRECTION

Helen Frazee-Bower

Sobbing, I threw myself upon the ground.
In grief and bitterness
I dug a grave and laid away the thoughts
My life could not express.

When Spring returned with laughter to the hills,
I sought the woods anew—
Lo! where I buried my poor thoughts
A snow-white lily grew!

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HERBERT F. CLARK

ANTI-ENGLISH PROPAGANDA DANGEROUS DOCTRINAIRE

The campaign against the League of Nations thus far has been more an attack upon Great Britain as a nation than against the League itself. There are people sincere in their desire for reservations in the League, and there may be good Americans sincerely opposed to any form of organized co-operation with European nations. But most of the dominant leaders in this country against the proposition give evidences of greater antipathy for England than love of humanity and native land. This is most unfortunate for true Americanism.

It must be confessed that our present ideals and motives of life have descended to us from the Pilgrim Fathers of Plymouth fame; that the very warp and woof of our modern institutions are English in character; that ours is the English language; ours an English civilization. Any attempt to make a breach between America and England today is a direct attack upon our American institutions and ideals. It is an attempt to make a house divided against itself, and should be combatted by all loyal Americans.

We have been doing a lot of foolish teaching of American history for the past 100 years and it is about time for us to reorganize our textbooks and eliminate much of the rancorous material. Not that we need to close our eyes to the conflicts we have had with our fellow-Englishmen, but that they should be treated as conflicts of Englishmen with Englishmen and that after all there is still a bond of sympathy, a common ideal upon which all sensible Englishmen can agree.

Furthermore, we are rapidly approaching a time in the history of the world when there will be real need, and an appropriate time for adopting a universal language. No other language has the immediate chance of becoming the universal medium that the English language has.

With England and America united in the common cause of mankind, as exemplified in the League of Nations covenant; with their ideals crystallized in the fiery furnace through which they have just gone; with their past differences forgiven if not forgotten, these two nations can be the dominating influence in the world for the next thousand years.

TEACHERS SCARED—HUNT FOR COVER

Teachers throughout the country are being made to feel their insignificance these strenuous days of ours. Say the word "unionism" or "organized labor" in a group of them and they scurry for cover like chickens at the scream of a hawk. They are gently reminded by local newspapers that they are mere servants, and scarcely dare say their souls their own. As one paper put it, "The school teachers guard the most precious possession of the citizens of the city—their children; the schools are the soul of the city, and the real treasure houses of its citizens."

At the same time we need to remember that immediately the Boston police go on strike and put a city in terror, all over the country city councils become particularly interested in policemen's salaries and sacred duties. A strike takes place in some great industry, and, win or lose, other corporations sit up and take notice and become anxious about the welfare of their dear working people.

Despite the fact that our nation is in a critical period of its existence, we must not close our eyes to the history of the past and ignore the struggle that men and women of adverse circumstances have had in this land of the free and home of the brave, to get recognition at the hands of politicians and greedy corporations.

When any force within a body politic attains the strength that organized labor has today in this country, it isn't a thing to be dismissed with a volley of epithets and subsidized editorials, but is a thing demanding careful analysis and constructive statesmanship and to be utilized in the further progress of the nation.

To date, like it or not, organized labor has outdistanced the teaching profession in making itself felt in the councils of the nation. We step around on our tiptoes lest we arouse some slumbering tiger. We wince at the sound of the whip of our masters.

If we as teachers had the courage that our boys had in Europe; if we had convictions and the courage to stand for them; if we had faith in ourselves and the cause we serve, we would go forth without fear and be happy in the work we do.

HAPPY BOYS AND GIRLS ATTEND MODERN SCHOOL

All schools are not prisons, and all children are not martyrs to a holy cause. Children can be happy, and are happy in thousands of our modern schools. In our anxiety to better things we are apt to dwell too much upon the weaknesses of our modern institutions and too little upon the better side. For there is a better side, and thousands of our little people bear testimony to that effect.

I happen to be, at the present time, a teacher of occupations and history in an intermediate school of some 700 children, in a building — by — on a lot — by —. This means that the playground space is only about ——; that covered by the building and that the play must be so organized that much good can come from it. This is done by a competent man as physical director for the boys, and a competent woman as director of the girls. All day long that small space of ground is used as the open-air gymnasium for the boys and girls.

The school throughout is organized as a co-operative institution for the purpose of helping boys and girls to be strong young people, and become good, wholesome American citizens. From the janitor's force through to the principal's office, student help is used and everywhere you find boys and girls actively engaged in carrying on the work of the school. By these tokens

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the school becomes the school of the boys and girls, and vital training is given in the art of co-operative citizenship. Some of the teachers let each of their classes organize themselves into a working body by electing a president and secretary. To these competent little people can be entrusted much of the detail of the recitation work. Their position at a table near the teacher's desk adds dignity to the situation, and goes far toward cementing the teacher and the pupils into a co-operative working body. And children delight to do these things. And why not? It develops in them the sense of responsibility; the process of electing them is a lesson in citizenship; and the whole class comes to feel the impetus of united effort in the work at hand.

Back of this army of organized children in this school are the teachers and administrative forces, directing, controlling the whole process. They have learned that fine art of teaching which requires that they stay pretty well in the background and let the children "do the work." For what is education but to provide the means and opportunities for children to act wholesomely, and to direct such acts toward the goal of complete living.

That's what we are doing in this school and it represents the co-operative will of the whole group.

No better indication of the atmosphere can be found than the impressions made upon new students. The following expressions, clipped from the school paper, show not only the impressions of the pupils, but the tact and ingenuity of the English teacher. The first is by a second year girl and the second is from a girl just recently entered from Boston:

Is A Home

"This large school of ours is a kind of a home where every one is treated alike, rich or poor. It is one school out of a thousand where one feels at home. A new pupil gets a warm greeting and not a cold, snubby one. Perhaps in no other school is there a greater sense of equality and courtesy between the pupils. All manner of disorders is tried to be set right by kind words and not by harsh looks and threatenings. These are just a few of the many incidents called the 'Sentous Way.'"—Luella Simons.

Spirit of Equality

"The Sentous School has an uncommonly good spirit of equality. There is a spirit of good fellowship among all the pupils. The rich mingle with the poor as though there was no difference and in truth there is no real difference. One reason for this is that there is little foreign element in the school. The majority of the pupils belong to the average American family. Almost all of the pupils try to treat the teachers decently, and in turn are treated fairly and squarely by the teachers."—Eleanor Story.

AMERICANIZATION, DOMINANT NATIONAL PROBLEM

The discovery that the ingredients in the American Melting Pot have not been amalgamating, has aroused this Nation to the necessity of devising some means of producing greater heat, or stirring the mixture more thoroughly in order that there be no question about the character of the final composition. The process determined upon to meet this condition and produce the desired result is called Americanization.

The movement will receive considerable impetus by the appearance of a new book on this question by Emory S. Bogardus of the University of Southern California, entitled "The Essentials of Americanization."

The book is a brand new one and combines the best ideas and suggestions now extant on the subject. The methodical and comprehensive treatment of the subject, the direct and cross references, the appendices containing chronological expressions of American ideals by leading Americans, the outlines for papers or addresses on Americanization, the questions for suggestive investigations, and study, and the selected list of supplementary readings, makes the book at once a valuable guide to an exhaustive study of the subject, or an excellent text to be used in conducting classes on Americanization.

The book is divided into four parts, treating, respectively, Americanization and American Traits, The Native-Born and American Traits, The Foreign-Born and American Traits, and Methods of Americanization.

Mr. Bogardus' analysis of these topics indicates a broad study and a keen comprehension of the elements in the problem, and a wholesome grasp of them by teachers is absolutely essential in carrying on the work.

Acknowledging the limitations necessarily involved in treating such a large subject in one volume, at the same time we feel a lack of a proper discussion of immigration laws and the necessity at the present time, at least, of dealing severely with some of the disturbing elements in our national life. Obviously some of the unamalgamated elements in the pot need to be forked out and put into a different solution, or given an acid test to see if they are really soluble. And along with this "cordial welcome" and "practical fraternalism" attitude advocated by Mr. Bogardus, we need an intelligent, conservative dignity, one which lets the foreigner understand that to be a live American is at once an opportunity and privilege, and to a very large extent a necessity, if he and his posterity are to live happily in this land of the free and home of the brave. Nothing is much more stultifying to true Americanism than an effusive, truckling attitude of an American teacher toward mature, keenly interpretative foreigners. Americanization isn't primarily a missionary cause, but a tremendous attempt to meet a national need involving all sorts of activities, coercive, voluntary, co-operative and otherwise. We know that Mr. Bogardus will agree in this point of view.

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in Bulletin No. 34, Commercial Series No. 3, recommends the teaching of economics in all commercial and stenographic high school courses—for both boys and girls.

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THE FIRST MONTHS WITH BEACON

By Grace M. Shields
Primary Supervisor, Cedar Rapids, Iowa

A child first entering school is conscious of the unusual surroundings and feels strange and timid; his thoughts are occupied with the unfamiliar things about him and he is ever conscious of an out-of-place sort of feeling. The thoughts of home crowd in upon his mind and he wishes his mother would come and take him from this uncomfortable place.

The first thing for the teacher to do is to try to relieve this tension of embarrassment and put the child at ease, that he may begin to feel at home. His fears must be allayed and he must have some of the freedom his muscles have been accustomed to at home.

This done, it will be time to begin the real work of teaching the child to read. Reading is a complex process, employing the voice, the mind and the eyes. Learning to read, therefore, cannot be accomplished in a day; weeks and months of effort on the child's part and patient instruction from the teacher will be necessary before the reading process can be mastered.

The Beacon Is a Two-Part Method

With the problem fairly before us, a clear understanding of the method to be employed is indeed necessary. The Beacon Method is phonetic method, but it is also a word-and-sentence method, the former being used to develop an ability to pronounce words, the latter to express the thought of a printed page. These two types of lessons are worked out separately at the outset, later they are combined as the child becomes able to read a story from the book.

Part I—Phonetic Teaching

Phonetic teaching employs two important processes — teaching the phonograms and teaching children to blend these phonograms into pronounced syllables and words. A phonogram is a written sound, any letter of the alphabet or any combination of letters representing a simple sound is therefore a phonogram if the sound, not the name, is expressed.

How to Teach the Phonograms

The sound values of a few letters are taught during the first days of school. The teacher will find on the back of the phonogram cards little stories to be used in teaching the phonogram. The sounds of the letters are likened to those heard in nature or the routine of daily life. An apt illustration brightens the drill, helps the child to get the sound correctly, and aids in its retention. The teacher must prepare to tell, not read, this story in a way to attract attention of the little people. As she reaches the climax of this story, which is the sound of the phonogram she is teaching, the letter is written on the blackboard or shown from the card and presented as the picture of the sound taught. Thus the letter **r** is presented as the picture of the sound made by the cross dog and it says **r** (give sound) thereafter to the child as he studies to pronounce the words containing this letter. Children love to imitate sounds and a knowledge of the sounds of the letters is essential if the mechanics of readings are to be mastered.

In presenting a phonogram, the teacher, who is the child's model for the first few years of his school life, must set a good example in clear enunciation by pronouncing it distinctly, in full view of all the pupils, that they may have opportunity to observe and get the sound through imitation.

How to Teach the Blending of Sounds

The next step deals with the blending of these sounds into words. First, the initial phonogram is blended into the vowel by an attempt to pronounce the two together. The organs of speech are first placed for pronouncing the consonant and the vowel sound is then added in quick succession by a single impulse of the voice. The **r** is made to blend with **a** as **ra** is pronounced. **Ra** is then made the base or unit upon which **ran, rap, rag, rat** and **dram** are built.

The teacher who uses the Beacon System correctly will find that she has very little talking to do. Her work is to make rapid combinations of phonograms, to listen intently, and to make instant corrections. The eye will often detect an error of sound before the ear catches it. If the mouth is open when **m** is to be sounded, the child is probably sounding **n** instead of **m**.

The Use of Games and Plays

In the phonetic work, introduce games and all the elements of play whenever possible. All children take great delight in making and solving game problems. Make the game drills like the games they play at the play hour, in the spirit in which they are carried on. In these games there is little waiting. Action is everything. The nearer the approach to this ideal in the game drill the more definite will be the results.

What to Teach in the Fall Term

The five groups of short-vowel helpers are developed during the fall months. Each group comprises eight or ten consonants blended in turn with a short vowel, and used as units to which a consonant is added in forming a word of three letters. Later these same helpers are the keys used for the pronunciation or in the reading lessons. In the recognition of each word the first two sounds, viz., the **helper** is to be made the prominent and most familiar part. For this reason it is vitally essential that absolutely automatic and mechanical recognition of the **helpers** be acquired by the daily drill.

These units, or helpers, are also used in the blending of other words in which the short vowel is followed by a consonant digraph, **wi-sh**, or by two single consonants, **mi-st**. They should be carefully learned by the children, as their use in the pronunciation of the monosyllables containing a short vowel is most frequent.

In several of these monosyllables two consonants appear before the vowel, **cli-p, dro-p**, etc. For such words the method of attack is unchanged, both consonants blending with the vowel to form the new helper. It is used as a base for word building, just as with the original group of helpers, thus: **ski-p, ski-d, ski-ll, ski-n, ski-m.** The habit should be fixed here and now of always reaching through the vowel for the helper. The children should think of the sounds of the two initial consonants, then pronounce them with the vowel, as "cli."

As the winter term opens, we find that the children are able to pronounce practically any monosyllable containing a short vowel with ease and accuracy. Since a large percentage of the child's reading vocabulary are words of this class, the number of other words which are to be taught as forms is relatively small. By mid-year the young readers are in possession of a vocabulary large enough to enable them to read several simple classic stories with but little assistance from the teacher.

Part II—The Word-and-Sentence Part of This Method

is carried on side by side with that part above described. The early lessons are drawn from the common home experiences, very familiar to the children. In conversation with the teacher, the kitty, the doll, the baby, are utilized for discussion, and soon the children are telling of their pets and playthings at home. In these conversational lessons words are developed and sentences formed which will enable the children to read these beginning stories from the Reading Chart and from the Beacon Primer.

The aim of all reading is the apprehension of the thought and feeling expressed on a printed page. The realization of this aim depends upon: (1) the thorough mastery of the mechanics of reading, (2) the ability to get the thought rapidly, accurately, and comprehensively. In the reading period children should not be allowed to point or pronounce each word by itself, calling words in a jerky, disconnected way. This kind of reading is the result of focusing attention on individual words. A child should not be allowed to read orally until the words are recognized and the thought obtained. Even in the very first sentences that the child reads, word-calling should not be accepted for thought reading. That reading must express some thought or idea should be kept uppermost in the mind and can be accomplished by using commonplace material for the earlier lessons, and by developing only words already in the child's spoken vocabulary.

Exercises for Expression

will be found necessary and helpful. The children should always have the thought of the sentence before required to give it orally. If any child expresses the notion that the reading may be improved, allow him to show how the sentence should be read. Let different children read the sentence, showing their interpretation. The big point to insist upon is phrase and sentence unity.

Application of Phonics in the Reading Lesson

As soon as a little freedom in the reading work is established and the early lessons in phonetics mastered, application of the phonics in the reading exercises should be begun. Considerable practice is necessary before the pupil is able to make use of his knowledge of phonetics as he reads This practice is provided for in the Beacon Primer, page 35, and should be given special attention.

In Conducting a Drill Exercise in Phonics the teacher stands at the right of the chart as it hangs suspended against the wall and covers the final consonant of a word as she asks for a helper; then she uncovers this letter as the children pronounce the word. Quick responses are necessary in these exercises; to allow the lesson to drag is fatal to good results. The work should be rapid, snappy, and animated. Concert work cannot be used to advantage. Individual drill gives individual power. About one-half of the reading time of each day should be given to phonics during the first half year.

The lessons on the reading chart are clearly planned and easily taught. This chart should be concluded in about three months and the Beacon Primer, pages 17-35, for which the chart prepares, should be read. This work is done without reference

to or use of the phonics taught. But on page 35 of the primer the application of the phonics in the reading exercise is begun. This is a difficult step for the learner and he will necessarily proceed slowly at first.

The first twelve pages of the Phonetic Chart should also be covered during the first three months of school, so that the class will have learned to pronounce the short-vowel words of three letters before attempting to read pages 35 to 46 of the Primer. These pages should not be attempted until the children have acquired considerable phonetic power. As soon as page 35 is reached both in the work from this page to page 46, and in all work in other primers, the phonetic facts and principles then known by them should be applied. Teachers are sometimes prone to hurry the reading work at the expense of the phonics. This practice should be carefully avoided, otherwise the class will be unprepared for phonetic reading in the Primer when it is reached, and the work will of necessity drag.

Use of Supplementary Readers

After the completion of part one of the Beacon Primer, easy supplementary primers may be used. If at any time the interest wanes, it is a sign that the lessons are too difficult. In reading from a supplementary book the child should not encounter phonic words that he cannot solve. Two or three supplementary primers may be begun at the same time and read in rotation. This method provides for a large amount of evenly graded reading material suitable to their comprehension. The supplementary texts should always be a little easier than the basic text and the phonetic work should be kept well in advance.—From October issue, School Education.

VOCATIONAL COURSES IN A7 AND B8 GRADES

By Herbert F. Clark

Teacher of Occupations, Sentons Intermediate School, Los Angeles

(Note.—A news item appearing in the September Western Journal of Education brought inquiries concerning the work we are doing along occupational lines in our school. In response, we are glad to give the following information.)

At the beginning of the last half of last year, occupational courses were required of all pupils in the A7 grade of the intermediate schools in Los Angeles. To inaugurate the plan on so large a scale was a mistake; there were not enough teachers prepared to give the instruction, suitable books and materials were not available, and while frequent conferences were held and much good work done, retractions in the plan were made this year. In our school we are giving the work in the A7 grade as we did last year, and are continuing it into the B8 grade.

In the A7 grade we use Gowen & Wheatly's Occupations as a basis for reading material and discussions. The language in these books is quite mature and in places difficult for this grade children to understand, yet we consider this the teacher's opportunity to increase the children's vocabularies and their ability to read the English language. Some of the recitations we conduct pretty much as a reading lesson, being careful to discuss the occupational ideas as they appear. We select the difficult words and place them on the board as a vocational vocabulary. For home work we have the children write these into sentences and read them at class the next day. The children enjoy this sort of exercise and we get some fine sentences from them. Often some of the children use all ten words of the assignment in one good English sentence. These sentences form the basis for discussions and the clearing up of meaning and ideas. We cut want ads out of the daily papers, make scrap books, encourage occupational investigations, the purpose all the time being to make the children occupationally intelligent so that when the time comes for them to make some choice of an occupation they will have some ground upon which to do it. The work with these little people thus far has been quite satisfactory. The number of occupations taken up in this text furnish material for just about a term's work.

In the B8 grade we are continuing the work in a maturer way. We have no text as a basis. We separate the boys and girls. It is our purpose to acquaint the children with vocational books and magazines, make further study into occupations most suited to men and women and make them more vocationally conscious and intelligent. Our plan requires that each pupil review some special vocational book with especial attention to some chapter in it, give a magazine review, an article review, write a paper on some vocational subject and keep in a notebook the outlines of the detailed studies we make of certain occupations.

The result already is that the young people are finding a large number of books and magazines vocationally helpful. They make some fine little reviews and comments, and it is extremely interesting to see the interest and initiative some of them display.

And what finer work can we do with young people? What is culture but to find our little place in this work-a-day world of ours and do the simple duties in life's simple ways? What greater benefit can accrue to a young man or woman than that they be able to make an intelligent selection of the work they expect to do? It isn't that we are trying to shunt them off into blind alley occupations before they can obtain a liberal education, but it is to help them become intelligent boys and girls about the great life that is about them and put meaning and motive into their every day life, that we offer this kind of work. Children cannot live in the past. They live today, and the life they now live is the best possible basis for intelligent constructive development.

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The New American Citizen

By Charles F. Dole, is a book well worth the attention not only of the schools, but of people generally. It teaches the unity of human relations, the business of government and the ethics of good citizenship in a reasonably clear and convincing manner such as is so greatly needed at the present time. That to be a good citizen it is not enough simply to be born in the country, or to take out citizen's papers, or to vote occasionally. That to be a good citizen means to be a member, a partner, a fellow-worker in the business of the Nation. That "to make good" as American citizens we must not simply try to see what we can get out of it for ourselves, our relatives, or some party or organization to which we belong, but to help in the effort of civilization to make better and kinder the part of the world in which we live.—Publishers, D. C. Heath & Co.

"Peace and Patriotism," by Elva S. Smith, brings together into one volume for convenient use some of the best poems, speeches and other selections emphasizing the ideals of patriotism, internationalism and service, not only to one's country but to humanity also. It presents the fundamental ideas of liberty and justice which must prevail if ever there is to be harmony among nations and is designed especially to supplement the reading of patriotic stories, martial poems and hero tales. Published by Lothrop, Lee & Shepard Company. Price $1.50.

"Teaching Home Economics" by Anna M. Cooley offers suggestions for the organization, administration and teaching of the Home Economic Studies. In the preparation of the book the author has endeavored to adapt it to the various types of persons whose needs they hope to serve. This book is intended for use as a text primarily in normal schools and colleges where students are training as teachers the home economics studies, and by teachers in service. The Macmillan Company are the publishers. Price of book is $1.80.

BRAIN AND BRAWN

There is a shortage of over forty thousand school teachers in the country. Lots of them have put their noodles in moth balls and gone into industries where the thumb and fingers or the biceps count far more than mere brain work. When a man can get $7 a day for driving nails through a shingle, there isn't much sport in teaching the young idea how to shoot for ninety bucks a month. There are a lot of white-domed college professors who would like to take the places of some of these steel strikers who do not know whether Cato is a food or a drink.—L. A. Examiner.

Red Bluff, Cal.—District Attorney Cheatham of Tehama County has rendered an opinion that it is illegal for a board of trustees to pay the expenses of a district superintendent while attending the annual convention of superintendents. The opinion was asked for by Superintendent Mamia B. Lang when the Red Bluff district board passed a warrant for the expenses of District Superintendent J. D. Sweeney, who attended the recent Yosemite convention. The board had agreed to allow the bill upon the ground that such attendance would benefit their school, and that they had power to expend any money when the purpose was beneficial to the work of the school. The opinion if it holds will affect the future attendance of a large number of men who have taken an interest in the work of the convention, and who represent schools having hundreds of teachers. In fact, many of the district superintendents have more teachers under them than do many of the city superintendents.

The Calaveras County Teachers' Institute was convened at the county courthouse in San Andreas, Monday, October 20, with practically every teacher in the county in attendance. County Superintendent Teresa Rivara in a few well-chosen words welcomed the teachers and called the meeting to order. The speakers on the first day were Roy W. Cloud of San Mateo County, Sam H. Cohn, statistician in the State superintendent's office; Mr. Raymond Mosher of the Santa Barbara State Normal School, Mr. Otis M. Carrington of the Redwood City school department, and Mrs. J. W. Henshall, county library organizer for California. After the afternoon session Miss Rivara arranged a trip for the instructors to the Mercer Cave at Murpheys and said trip was thoroughly enjoyed and greatly appreciated. Monday evening Mr. Carrington gave the Windmills of Hooland in the town hall and as encores gave a number of his other compositions.

On Tuesday the trustees met with the teachers and enjoyed the sessions. The instructors of the day before were present and made helpful suggestions and answered questions. Mrs. Henshall, Mr. Cohn and Mr. Carrington left on Tuesday and Miss Maude I. Murchie from the State office came to help Mr. Mosher and Mr. Cloud. These three gave addresses at both the morning and afternoon meetings Wednesday and left on the afternoon stage. Miss Winifred Van Hagen conducted the institute on Thursday and kept the teachers busy learning games and folk dances. Altogether it was a most enjoyable institute.

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JOTTINGS OF A TRAVELING BOOKMAN

William Maurice Culp

The high school and grammar schools of Covina, under the direction of Ben S. Millikan, district superintendent, are forging ahead. A large new grammar school building is now under construction.

Miss Eva D. Edwards has returned to Covina after a year's absence in war work in Europe, and is a very live and wide-awake principal of the Covina grammar school.

Percy B. Goodell, biology and botany teacher in the Pomona high school, secures some very good work in botanical drawings from his pupils.

Henry P. Reynolds, principal of Pomona high school, is an enthusiastic football supporter.

Guy V. Whaley, superintendent of the Pomona city schools, intends to work out a reorganization of the system and course of study this year.

Percy R. Davis, superintendent of National City schools, is fostering a movement for the formation of a union high school district, which shall include National City, Chula Vista and surrounding districts. The plan is to erect a large new high school to meet the needs of the country south of San Diego.

Henry C. Johnson, superintendent of San Diego, is meeting with much approval. He is working on the reorganization of the school system and is advocating the erection of several large new schools to meet the needs of the city.

B. O. Lacey, head of the science department of the San Diego high school, has a much increased number of students to work with this year.

Miss Hazel M. Woodruff, of the San Diego high school, is ranked as one of the best history teachers in San Diego County.

A great deal of interest and large classes in botany are developing in the San Diego high school under Laura F. McDermott.

Harry O. Wise, principal of the San Diego high school, has a growing school that now numbers about 2000 students.

George A. Dixon is principal of the Oceanside high school this year. Mr. Dixon gave up a superintendency in Pennsylvania to again come to California and enjoy teaching.

At Huntington Beach, Harold H. Campbell, the principal of the grammar schools, is conducting a continuous school year. There are three vacation periods, two of one week each, and one of two weeks. Mr. Campbell finds that the students can continue from class to class without the usual two or three-month review which comes after the customary vacation period. In the summer months the school day is shortened and extra subjects are given that are not in the usual curriculum. So far the students are holding up well and the pupils, after they become used to it, do not mind the continuous session.

W. G. Jones is principal of the Huntington Beach high school. Mr. Jones is from the Middle West, and this is his first year in California schools.

Frank F. Palmer, principal of the Claremont high school, has a very fine plant and group of students to work with.

W. R. Andrews, district superintendent of the Azusa grammar schools, has a much larger attendance this year than last.

Mr. David Sturges is teaching science and handling athletics at the Citrus Union high school at Azusa.

E. R. Hulbert, head of the science department of the Citrus Union high school, is an exceptionally good instructor in chemistry.

Irving A. Bragg, district superintendent of the Covina schools, is a strong adherent to the use of the Problem Method in the grammar schools.

Miss Edith I. Brown is teaching chemistry and physics in the Corona high school.

J. E. Whistler, superintendent of Chino City schools, has under construction a French grammar for intermediate schools

Frank Aid is handling science in the Chino high school.

R. D. White, superintendent of Glendale grammar schools, has a course of study which includes a certain number of numerous essentials that have to be taken by every student, and then there is a list of subjects that are optional. Glendale school enrollment has increased in large numbers this last year.

George V. Moyse, principal of the Glendale high school, is ranked as one of the best principals in Southern California.

Lyman Dell Smith, principal of the Central school, Redondo, and his teachers are making quite a reputation for themselves in their methods of teaching English.

Hermosa grammar schools, under Superintendent Francis E. Rice, are expanding. A contract has just been let for the erection of a $60,000 unit to the grammar school.

Venice grammar schools, under Superintendent W. Y. Thornbury, are in a crowded condition. A $70,000 bond issue is being advocated for new additions and buildings.

Grace M. R. Abbot, head of the biological sciences, Venice high school, has a large number of students this year.

Edward W. Clark, principal of Venice high school, has a school that has increased almost 33⅓ per cent over last year.

Edwin R. Hadley, head of the chemistry and physics department, Venice high school, has a number of students doing advanced work in chemistry.

The Burbank high school, under Charles Carrigan, is making improvements in athletic equipment.

Mark R. Jacobs has charge of both the high school and grammar schools at Montebello this year.

L. W. Babcock, principal of the El Monte high school, has a school that is putting in $25,000 in improvements this year. A large theatre, auditorium, showers and dressing rooms for boys and girls and tennis courts are being added.

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The autobiography of a country boy who goes to sea and in many ways learns at first hand about the various kinds of ships and shipbuilding since the earliest days. It is an absorbing and exciting story whose climax is reached in the shipbuilding during the Great War and in the fight of a merchant ship with a submarine. The introduction is written by Edward N. Hurley, Chairman of the United States Shipping Board, who suggested the preparation of the book with the idea of inspiring American boys to seek new opportunities for our flag on the sea. The volume is profusely illustrated with line drawings and full-page half-tones.

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H. F. Willebrandt, principal of the El Monte grammar school, has a very crowded school this year.

Monrovia schools, under A. R. Clifton, are going ahead in every way along with the growth of the town.

D. A. Stouffer is principal of the Excelsior Union high school at Norwalk.

J. Leslie Cutler, principal of the Bostonia high school, El Cajon, has been elected president of the San Diego County Board of Education.

W. A. Pratt, superintendent of the Coronado schools, takes a part in active instruction.

Fred A. Boyer, principal of the Coronado grammar school, is one of the most enthusiastic teachers in San Diego county.

M. G. Boynton, principal of the Hemet high school, has a much larger school than ever before. Approximately 50 per cent of the students are freshmen. Mr. Boynton believes that the American child, as well as the foreign-born child, should be Americanized. This year Hemet has two courses required for that purpose. One is the regular American history and civics and the other is a course in economics and social problems in which stress is laid upon our institutions and ideals. Hemet has plans under way for a new intermediate school.

David Arthur Hanks, principal of the San Jacinto high school, has a very nice school to work with. His students are a very robust lot. Children grow larger in Hemet than in most communities.

Edgar Boughn, principal of the Perris high school, is in charge of a thriving school. The attendance has increased some 300 per cent in three years. Mr. Boughn is a very able schoolman and he is seeing that Perris is getting the best that is to be secured.

C. W. Baker, superintendent of Watts, has a school system that is expanding enormously. The attendance is approximately 50 per cent more than last year. Temporary buildings have been erected.

John Alman, vice-president of the Redlands high school, thinks that a great many schools are attempting to cover too much ground. He thinks more efficiency could come from teaching a lesser number of subjects in the average small school. He considers that choice and freedom of subject material given a student in California schools leads to confusion and a poorly balanced course in many cases.

H. G. Clement, superintendent of Redlands schools, is building up an excellent system of schools.

Hon. Will C. Wood has issued Bulletin No. 6, announcing that Miss Ethel Richardson will act as assistant superintendent of public instruction in charge of the problems of Americanization. She is connected with the Bureau of Housing and Immigration. Superintendent Wood also announces the policy of the administration on health and development supervision. There is also a paragraph requesting superintendents and principals to encourage attendance at the normal schools.

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WESTERN SCHOOL NOTES

Kate L. Donnelly of Plumas County wrote a beautiful letter to the children of the schools in reference to Governor Stephens' visit to Quincy, and the County Institute emphasizing the Governor's remarks about the schools, citizenship, etc. It is certainly effective work to impress upon children these lessons of patriotism when the same has local color and importance.

The teachers of Fresno, Tulare, Kings and Madera voted in favor of holding central sections of the C. T. A. on December 15 to 17, inclusive, at Fresno. Hoover, McAdoo, Will C. Wood and others have been invited in to address the meetings. Superintendent Edwards is making special arrangement to have a great meeting of the Fresno County teachers.

J. B. Monlux has been appointed acting superintendent of Los Angeles city schools. Among the candidates mentioned for the place are H. M. Rebok, C. C. Hughes, Jeremiah Rodes, A. C. Barker, Susan M. Dorsey, E. J. Lickley, A. H. Chamberlain, W. L. Sephens, Jerome O. Cross and H. B. Wilson.

C. C. Hughes, superintendent of schools of Sacramento, addressed the teachers of San Francisco on Friday, November 7th. He delivered a very able address, and it caused much favorable comment.

We are interested in vocational education. It is a great experiment. Our interest, however, is in finding out how much it will add to the joy of living and the sum total of human happiness.

The trustees of Stanford University have raised the salaries of some professors from $4500 to $7500 per year and others from $2500 to $3000 per year. Where in the name of social justice does the high cost of living tally with such a salary schedule? What process of reasoning had the trustees of the University that enabled them to conclude that it required a $4500 man six times as great a raise as a $2500 man? There is certainly something wrong here. Will you explain?

The Sierra Educational News has moved from the Monadnock Building to elegant new quarters in the Flood Building, corner Market and Powell streets, San Francisco, Cal.

The city school department of the city of Sacramento, C. C. Hughes, superintendent, has issued its annual report. This is a remarkably compact report and shows evidence that thrift is not confined to theory only, but is illustrated in the economic use of paper and pencil in the make-up of the publication. Superintendent Hughes, in his report to the board, in a few pages covers every phase of the school work under his administrative forces. It is a masterful summing up of the school activities of Sacramento.

The State Normal School of San Diego has issued a curriculum of the model and training school. President E. L. Hardy has written quite a philosophical foreword. The various phases of the work in the training school are presented in an excellent manner.

The School Law of 1919, published for the use of the public schools, has just been issued. It contains 440 pages, and is a credit to the department of education of the State. The supplemental index, which is the work of Job Wood, Jr., is a very useful and valuable addition to the book.

Thomas J. Roesman of Boonville, Mendocino County, High School, has recently written outlines on agriculture, and the same have been used by State authorities. Prof. Roesman has also inaugurated courses in agriculture in his school on the basis of the Smith-Hughes bill. He is making a record for efficiency and in giving the people in his community a real, live, up-to-date school.

ADOPTION OF STATE TEXT BOOKS

The State Board of Education some years ago adopted rules to govern in the selection of text books which provided for secret readers, and prohibiting bookmen from presenting the merits of their various texts by personal interviews with commissioners or members of the State Board of Education. The rules may have had some purpose before the war, but not now. It really seems ridiculous that a commissioner could not listen to an exposition of the merits of a text book and its adaptability for the schools. No written brief, no secret reader, no formal public hearing can take the place of the "personal interview" when it comes to salesmanship. The bookmen as a rule can point out the demerits of a competitor's books, and the merits of their own books much more effectively than secret readers, whose judgment may be biased when it is supposed to be absolutely based on merit. The bookman, however, must make his points appeal against the fact that his listener knows he is talking in order to win a contract worth thousands of dollars. He cannot disguise his personal interest. His argument must therefore be sound or he fails, because he is prejudged. It is therefore by open criticism, the frank, democratic methods of the salesman that poor books are riddled and criticised to their finish, and the good books are brought to the front. Open discussion with teachers, with experts, with officials, is the only way to arrive at a just concluson.

The present State Board of Education has discarded much of the secret and autocratic methods which hung over the former administrations and we trust that new rules that will harmonize more with the present spirit of modernism will prevail.

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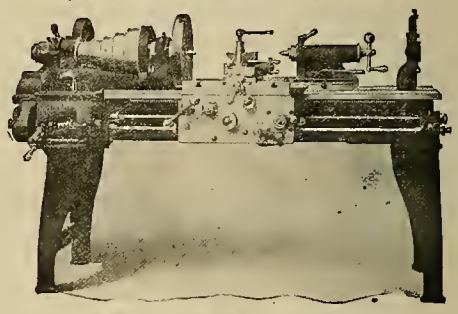
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The genial editor, author and lecturer, Arthur Henry Chamberlain, has just returned from a trip to South Dakota, where he lectured on rural school problems.

The C. T. A. northern section held an interesting meeting at Sacramento October 21-22-23-24. Superintendent Hughes, Deputy Superintendent Mrs. Minnie O'Neil and the various county superintendents assisted in making the meeting a success. The election of officers was quite a spirited affair. There were three names voted on for president. Miss Ella McCleary was elected president, J. D. Sweeny, treasurer. and Minnie O'Neil, secretary. The association will not hold a regular meeting in 1920, but each superintendent will have a regular county institute.

The State Board of Education at its meeting the week of November 10th to 14th adopted Thorndike's Arithmetic, published by Rand, McNally & Co., and Beard and Bagley's United States History, published by Macmillan Company.

Governor Stephens has appointed Mr. Hinsdale, an attorney of Sacramento, and Julia Phillips of Porterville to the vacant places on the State Board of Education.

George Wharton James, who has done so much for California and the West by his great books descriptive of the beauties and resources of the country, appeared before the State Board of Education with a book especially devoted to the development of the speaking voice, with a careful selection of the best extracts of our literature from an oratorical point of view.

The Winter School of the Riverside Library Service School will be held in Riverside January 12 to April 16, 1920. Joseph F. Daniels, librarian Riverside Public Library and County Free Library, formerly librarian State Teachers' College, State Agricultural College, Colo., and Educational Council, supervisor Teachers' Reading Circle, Colo., subjects, business management of libraries, taxation, finance, library law, book selection, book market, etc., thirty-five periods and outlines, will be in charge. There is a fine staff of expert instructors in all branches of library work. Send for bulletin 169.

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Will C. Wood, Superintendent of Public Instruction, in a recent address in San Francisco, paid a high compliment to Superintendent Roncovieri and his devotion to the work of San Francisco schools.

The Academy of Science and the San Francisco school department are co-operating in maintaining its great museum of one of the educational activities of San Francisco. Mr. Everman reports that several hundred teachers with classes have visited the Academy of Science during the past year.

Richard D. Faulkner, principal of the Horace Mann Intermediate School, has been appointed director of the Compulsory Education and Attendance Bureau of San Francisco. Margaret McGraw has been made chief assistant. Mr. Faulkner will continue his work as a principal. He has made the Horace Mann one of the great intermediate schools of the country, and will bring to the attendance bureau tact, efficiency and applied psychology to a class of boys and girls who need not a policeman but human aid and sympathy.

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Correspondence regarding new schools and alterations invited from school boards and city and county school superintendents.

Wm. M. Culp will edit a series of plays for elementary and secondary schools.. These plays will fill a longfelt want, as the editors "use to say." The first one will be called "The Plotters," a comedy in one act. It will be issued August 15.

The Harr Wagner Publishing Company will issue a new edition, August 10, of Duvall's Civil Government, simplified, extended and revised by Senator M. B. Johnson. Price in paper, 40 cents; in board, 60 cents.

THE PLOTTERS

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Bill, Tom, John—Hack's satellites.
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Annabelle Pretty—A vampish young lady.
Hit-Em-Hard Smith—A football coach.
Red—A high school Bolshevik.
Joe Sweep—The janitor.
Dusty—Joe's small negro assistant.
Pete, Jack, Harry, Larry, Sam, Jerry, Bluebell, Babe, Sweetness, Mignonette, Rose, Violet—A self-appointed committee of protest.
Time—The present.
Place—Office of Mr. Horatius Alphonsius Square, Principal of the Learnem Academy.
Time for presentation—Thirty minutes.

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THE MEADOW-LARK

This beautiful poem was submitted by a San Mateo county teacher anonymously.—Editor.

Come out here to me,
Come out here to me,—
Come out to the blueness and pureness of spring,
For I've fluted the shadows and sorrows away,
The Poppies are lit and the Harebell's aswing,
And the joy of the morning is coming to stay,—
Come out here to me,
Come out here, I say,
Come out here to me!

Come out here to me,
Come out here to me,—
Come out from the darkness, the care, and the doubt,
From the fears that degrade and the woes that betray,
From the cage of Self and Sadness come out
And retrieve all your joys in the joy of today.
Come out here to me,
Come out here, I say,
Come out here to me!

Superintendent W. J. Savage holds a unique position in school affairs. While superintendent of Colma and Daly City he continues to work under the school district system, with a board of three members. A few years ago the trustees raised his salary $600 per year. He refused to accept because he said the grade teachers needed the money. He is not only the educational leader of the twin cities on the border of San Francisco, but he is the leading citizen in politics, civic life and all the affairs of the community. He has recently prepared "Forward Looking Lessons in United States History." Alive, up-to-date; for seventh and eighth grade pupils. These lessons will be published in Book I for seventh grade, and Book II for eighth grade. The topical method has been handled effectively by Mr. Savage, and children will certainly appreciate the attractive form of these lessons.

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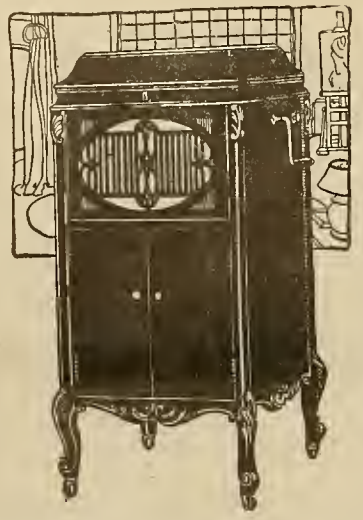

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MEETINGS

Bay Section the California Teachers' Association; H. B. Wilson, President, Berkeley, Cal.; W. L. Glascock, Sec-

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the California Teachers' Association; R. B. Leland, San Jose, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone, Mr. Lester J. Hinsdale, Sacramento; Elizabeth R. Phillips, Porterville.

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COLONEL DAVID PRESCOTT BARROWS

The New President of the University of California

The people of the State of California are unanimous in approval of the action of the Board of Regents in the election of Dr. David P. Barrows to the presidency of the University. Teachers and public school officials are especially pleased that a man has been chosen who is so familiar with the great educational problems of California. Dr. Barrows has had a strenuous career during the past twenty-six years. He is now forty-six. He graduated from Pomona College, then from the University of California; taught in the San Diego Normal; went to the Philippines, became superintendent of public instruction, resigned, and came to the University of California in the educational department; later became dean and head of the political science department; studied conditions in Mexico first hand; went to the battle front in 1914, enlisted in the U. S. Army in 1917, was sent to the Philippines, then to Siberia, and came back to the University as a colonel—a professional career full of jazz and pep. He has won every position in his career on points. He is 100 per cent efficient. He has kept remarkably free of artificial means of promotion, such as clubs, secret organizations, newspaper boosting, and personal favoritism. He is a standardized orator—argumentative, but free from tricks of speech and artificial climaxes. His charm is in his open-mindedness, self-effacement and tremendous interest in the problems of 1920. He is sufficiently academic to be master of every detail of any problem he undertakes. When he came back from Mexico he pronounced the Spanish words like a professor in the University of Mexico. When he returned from France and Belgium, the difficult foreign words were all mastered, and he stood the supreme test in detail after his services in Siberia in the pronunciation of the difficult —yes, almost impossible—Russian words with a facility and felicity that was delightful.

Mrs. Barrows is a real woman of charming personality, a splendid mother and a delightful hostess.

President Barrows' career at the head of our great University will mean much in the co-operation of public school and university, in the upbuilding of a fine type of citizenship in the West.

Regents' Announcement

"The selection of Professor Barrows is the result of a most painstaking search by the Regents among educators all over the country. Several months were consumed in the investigation, and a committee of Regents went East to canvass the field of Eastern educators.

"The names of the most outstanding educators in university life, both in the East and on the Pacific Coast, were thoroughly canvassed and a most exhaustive investigation was made of the qualifications and availability of each. The executive committee of the regents has spent many months in frequent meetings discussing these reports and final unanimous report in favor of Dean Barrows was based upon the most careful consideration of the merits of all those who had been suggested from any source that were recommended as available.

"The regents feel that in Professor Barrows they have chosen a man who is not only a scholar and educational administrator of proved capacity, but a leader among men—one who will be an inspiration to the youth of the university and a worthy representative of its ideals and purposes to the people of the State.

The presidency of the university carries a salary of $12,000 a year, a house on the campus and an allowance of $3000 a year for expenses.

ON WHEELS

By Harr Wagner

Personal Comments on Men and Events in Bakersfield, Fresno and Los Angeles.

"The time has come, the Walrus said,
to talk of many things."

I arrived in Bakersfield to attend the institute in time for a fine Thanksgiving turkey banquet of the Kern County School Masters' Club on November 24. It was a jolly crowd of as fine a bunch of peppery schoolmasters as ever assembled anywhere. C. C. Hill of Wasco presided. Every young professor had to give his university yell. Dr. E. R. Snyder was the principal speaker. The food products were delicious and well served. At the institute Lawrence E. Chenoweth "carried on" efficiently. Kern County has more new, up-to-date, and even some pre-dated, educational stunts than can be found elsewhere, or nowhere. Homes for teachers, community service, modern buildings, etc. Superintendent Teach, the progressive city superintendent of schools, and Principal A. J. Ludden of the High School, and J. E. Hamilton, were effective assistants. Among the speakers were W. J. Cagney, superintendent of San Benito; Otis Carington, of Redwood City; C. L. Phelps, of Santa Barbara Normal; Miss Veverka, of Los Angeles, and Miss Barbour, of Chico. The assembly singing, led by Otis Carington, was a great success, and Mr. Cagney's practical talks on supervision and every-day problems were highly appreciated. The institute was divided up into sections, and it was a hard-working body. Mrs. Julia Babcock, county librarian, and who has achieved a state-wide reputation for efficiency, spoke on "County Library Service." It is proper and right that county librarians should, whenever possible, come in direct contact with all the problems of the school teachers, and take part in the discussions. Mrs. Babcock has a very interesting collection of books and other material for the schools and branch libraries.

On Saturday, November 22, 1919, Superintendent Chenoweth held a convention of school trustees. Among the speakers were Mark Keppel of Los Angeles, Mrs. Babcock, J. E. Hamilton and O. J. Kern.

Superintendent Lawrence E. Chenoweth is certainly a live educational wire in his own home town, and wherever he goes is recognized as a man with the gospel of a new and valuable educational program.

At Fresno the Central Section of the C. T. A. met. Jerome O. Cross, superintendent of Fresno, and Robert J. Teall of Madera High School, had charge of the program. It was an unusual program. President Cross, in his eloquent opening address, said: "The program stands for revolution, inspiration and reconstruction." Superintendent C. W. Edwards, who presided, spoke of the needs of the hour and reviewed the work of the past two years. The principal speaker of the convention was Tully Knowles of the College of the Pacific. There were many eloquent speakers. John McGroarty, the poet and playwright, was a rare treat.

The schoolmasters' banquet at Hughes Hotel was an interesting affair. Archie Cloud, deputy superintendent of San Francisco, was the principal speaker. He gave an interesting review of "The Crack in the Bell" by Peter Clarke McFarlane. Tully Knowles also spoke. Cree T. Work presided.

C. L. McLane, who is the president of the State Normal School, took me to the Rotary Club for lunch, where I met Mr. Glass of the Fresno Republican, whom I knew as a boy in Printers' Row on Clay street, San Francisco, thirty-five years ago, and who is the father of Edward Glass, whom I am boosting as the most capable architect for school buildings in California. What a pleasure it is to meet old acquaintances. Is it any wonder that the old song, "Should old acquaintances be forgot?" is so popular. Fresno is the home town of Sarah McCardle, who has the unique position of city and county librarian and who has succeeded in completing arrangements for the construction of a new building for city and county library service. The spirit of co-operation between the board of supervisors and the library trustees and Miss McCardle is indeed rare enough to be commented upon. There is perhaps no county in the State where the co-operation of all people is so great as in Fresno for library service. F. M. Lane, president of the Grammar School Principals' Association, had the stage well set for my talk on the Literature of California, and I rededicate this poem by Carrie Stevens Walter to him:

"Across the San Joaquin's broad reach
Of vine and waving wheat,
The old Sierras toss their gold
At fair Los Angeles' feet.
Soft sighs of pine and orange groves
Woo sea winds from the West,
And over all a spirit broods of
Romance and unrest."

Superintendent Cross had a wonderful meeting, and has a splendid clutch upon the whole civic situation at Fresno. He has a tremendous task to meet the conditions with a constant demand for new school facilities, more teachers, etc.

At Los Angeles

The twenty-sixth annual session of the California Teachers' Association, Southern Section, was held from December 16 to 19, including the Teachers Institutes of Imperial County, Los Angeles County, Orange County, Riverside County, San Bernardino County, San Diego County, Long Beach School District, Los Angeles City School District, Pasadena City School District, Pomona City School District, Riverside City School District, San Bernardino City School District, San Diego City School District, Santa Ana City School District, and Santa Monica City School District.

Dr. Ernest Carroll Moore, president of the Southern Section of the University of California, prepared an elaborate program of 128 pages. There was a table of contents and attention to nicety of detail that made the study of the program a pleasure. Dr. Moore and the committee must have worked for days upon it.

Mark Keppel held his county institute in the old high school building, now known as the Central Intermediate School. He required attendance only at one of the three periods of each half-day session. He ar-

THERE IS A

MASTER KEY

which can throw wide the doors which seem to bar men from the treasure-house of Nature. Circumstances and environment follow the trend of mental progress. Growth follows knowledge. Action follows inspiration. Opportunity follows perception. Always the mental first, then the transformation into the infinite and illimitable possibilities of achievement. The persistent exercise of a few fundamental principles is the Master-Key by which the subtle and invisible forces of Faith and Desire are converted into actual, tangible, concrete conditions in the objective world.

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ranged for his deputies or principals to preside, while he occupied a front seat and enjoyed himself, or at least seemed to do so, part of the time.

Roy Cloud, superintendent of San Mateo County, made quite a hit with his intensely practical talk on "The Business of Teaching" and "California's Pioneers." Agnes Howe was another Northern California superintendent who spoke on the "Present Outlook." The following were among the speakers: Dean Sarah Louise Arnold, Simmons College, Boston; Prof. Anthony F Blanks, University of Southern California. Prof. E. S. Bogardus, University of Southern California; Dr. F. G. Bonser, Teachers' College, Columbia University, New York; Prof. Elwood P. Cubberley, Stanford University; Prof. Marvin L. Darsie, Southern Branch of the University of California; Dr. Silas Evans, President Occidental College; Prof. Grace M. Fernald, Southern Branch of the University of California; Dr. William T. Foster, President Reed College, Portland, Ore.; Dr. I. W. Howerth, Los Angeles; Prof. Rockwell D. Hunt, University of Southern California; Prof. W. Franklin Jones, University of Southern California; Mr. Mark Keppel, County Superintendent of Schools, Los Angeles; Prof. Frank J. Klingberg, Southern Branch of the University of California; Prof. Roy Cloud, San Mateo; Prof. Cloyd H. Marvin, Southern Branch of the University of California; Prof. Cyrus D. Mead, University of California; Prof. Loye H. Miller, Southern Branch of the University of California; Dr. Aurelia H. Reinhardt, President Mills College; Prof. Frederick H. Seares, Mt. Wilson Observatory; Dr. James A. B. Scherer, President Throop College of Technology; Dr. David Snedden, Teachers' College, Columbia University, New York; Dr. George D. Strayer, Teachers' College, Columbia University, New York; Prof. Frank E. Thompson, University of Colorado, Boulder, Colo.; Prof. Charles W. Waddle, Southern Branch of the University of California; Dr. H. B. Wilson, Superintendent of Schools, Berkeley, Cal.; Harr Wagner, editor and author.

There were, of course, the State officials and the Better Community Conference, not noted in the above list. Will C. Wood spoke seventeen times in four days, and was "fit as a fiddle" at the end of the talkfest. He shot his bolt seventeen times and never missed the bull's eye. This may be a mixed metaphor, but just the same you know that I mean that he "got across"—"delivered the goods," etc.

The comment in the lobbies showed that Superintendent H. B. Wilson was the favorite over all those mentioned from the outside for city superintendent of schools of Los Angeles.

Dr. Reinhardt, in her colorful evening clothes, and Sarah Louise Arnold made a big hit at the Schoolmasters' Club. Superintendent F. Martin of San Diego, the toastmaster, was not quite bridle wise, but he has the stuff to make him a leader in all sorts of good team work. Dr. William T. Foster of Reeds College, Portland, is some talker, but the newspaper publicity given his name as the successor of Dr. Shields rather detracted from his popularity, as public school men are not kindly disposed to the grafting of college experienced men on public school positions. Dr. David Snedden has grown conservative as a philosopher and inclined to weigh his words. Dr. George D. Strayer is not the habitual type of a Columbia College man. He is too robust, too human, too near the earth to measure up with the regular order of men from New York's great university.

The lobby at Clark's Hotel was the most interesting section of Los Angeles. Superintendent Langworthy of Redondo, as secretary of the association, maintained a splendid corps of assistants, and was able to hand out real information. Around the lobby you could see an interesting group of men whose State-wide interests drew them constantly together. They were: A. C. Olney, E. R. Snyder, Will C. Wood, J. B. Lilliard, Clark Hethrington, J. C. Beswick, Stanley B. Wilson, etc. Then there was James Ferguson with a plentiful supply of Coachella dates and Scotch-Irish stories, and his new Dodge machine at the disposal always of his friends. Mr. Ferguson has a fine high school in the desert, a good salary, and a large content. There were interesting groups of book men and women around the lobby. G. H. Chilcote and his new salesman, Mr. Howard, Harry A. Linscott, E. P. Cobler, Mrs. F. E. Raymond, and new assistant, Elizabeth Adams, Miss Willis, Mr. Osborne, W. G. Hartranft, Wm. Maurice Culp, Mr. Hill and A. A. Belford. Then there was the genial E. C. Boynton, who has added portable moving picture machines to his successful teachers' agency business.

Among the county superintendents in the lobby were Blanche Reynolds, Grace Stanley, F. F. Martin and A. B. Shibbley. At the Hall of Records the Council of the C. T. A. met. A full report will no doubt appear in the Sierra Educational News. I was interested in the final taking over of the teachers' agency conducted by Mr. Rogers. The C. T. A. will, of course, have the credit of the placement bureau. It will also have all the knocks of the men and women in the profession who enroll and do not get the most desirable positions. The C. T. A. will have a difficult task to handle the teachers' agencies proposition as successfully as it has been handled by such legitimate and well established concerns as Boynton, Esterley, Coddington and The Fiske.

The business meeting of the association was especially interesting to an onlooker from the third gallery (no press seats provided). There was some keen display of wit, oratory and educational politics. Mark Keppel's speech nominating Wilhelmina Van de Goorberg for the presidency was a gem, original, poised, pointed. Mr. Templeton's speech nominating Merton E. Hill was also good — so good that it hardly seemed possible that the grade teachers would vote against him. However, Carleton Wheeler was elected and is a good man. There was, however, no special opposition against Prof. Hill. The election was determined by the fact that certain organizations wanted Mr. Wheeler for president, and gave him the votes.

Mr. C. J. McCormick, a member of the Board of Education of the City of Los Angeles, gave me some inside history of the workings of the board and showed me about the offices. The acting superintendent, Monlux, is a fine type of man, who has a thorough knowledge, backed by experience, of school problems. In the next office was Mrs. Susan Dorsey, whose educational work has always brought her high praise. In the next office is Arthur Gould, formerly of the San Diego High School; the next, Mr. H. M. Shafer. Other members of the staff are E. J. Lickley, who has a fine organization on compulsory education; R. H. Lane, of the research department; Ruby Baughman, on Americanization program, etc. The Los Angeles city schools, with 3500 teachers, is an intricate system, and the heads of departments are noted for their executive ability.

As I took the train for San Francisco and called to mind the development of the past forty years, I can say with the poet:

"Progress to this old new West
Has turned her face and set her seal,
Has bound the waters, broke the hills
And shod her desert sands with steel.
Oh, Land of Sun—hot, splendid sun!
Of sea cool winds and southern moons,
Of days of calm and nights of balm,
And languerous, dreamy noons,
No seer has need to tell for thee
Thy daring and thy destiny."

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Southern California Section

HERBERT F. CLARK

SOUTHLAND MOURNS DEATH OF EDWARD HYATT

Among the school people of the Southern counties of California, Edward Hyatt was known as the Abraham Lincoln in school affairs. His gentleness of disposition, his generous, congenial attitude toward his fellow teachers, his unquestioned sincerity and honesty of purpose, endeared him to his teachers and all who came to know him. His election and re-election to the highest position of educational honor and responsibility in the State indicated that the same opinion of his sterling qualities extended beyond the borders of the Southland.

A friend and champion of the rural folk and their schools, a man with broad enough vision to let the specialists in city school systems work out their own problems, Mr. Hyatt goes to his long home carrying with him the love and respect of that host of amiable people constituting the commonwealth of the State of California.

THE COLLEGE MAN AS LAYMEN SEE HIM

The series of articles which Collier's has been recently running on "The College Man" answers Bobbie Burns' prayer of "Oh wad some Power the giftie gie us to see oursels as ithers see us." For in them is depicted the opinion of laymen concerning schools and modern methods and ideals. Mr. Felton, director general of military Railways during the war, author of the first article of the series, says he prefers college men for railroad work, provided they are of the right kind, and then sets out to define the requirements of the right kind. Proper proprieties, including careful attention to clothing, a pleasing address, culture, and a well built foundation of technical knowledge, he considers the four essentials for success. Touching the question of theory and practice, he says: "I am against being 'practical,' as opposed to being 'theoretical,' for one cannot be truly practical until he has the theory."

Mr. Charles M. Sabin, president of the Guaranty Trust Company of New York, author of the second article, says that "What we need most in the business world is the all-around man. The college should give the large view," he says. "It should not start specialization before laying the foundation of thought. I think most prominent educators recognize this fact, but I understand that the demand for quick results hampers them." If in the colleges we need to lay a foundation for thought, what shall be said of specialization in the upper grammar grades and in the high schools? Mr. Sabin's article is brimful of helpful suggestions. Listen to these: "In business the man who has not the advantage of an educational background will learn detail, but not the relations." "I am only opposed to specialization when it warps the man, and surely it will warp him unless before he starts to specialize he has cultivated a broad general understanding." "We have felt the need of broadness, particularly in banking." "The place to get scholarship is in college. When the college does not give scholarship it fails." And so on. Pretty good suggestions for some of our "get-out-of-school-quick-people."

George W. Perkins, author of the third article, says that "One of the greatest advantages in a college training is that the earnest student can learn, not only to think but to think straight." "We have specialists in plenty." "The modern corporation can absorb any amount of brains." "The great need of the future is business statesmen rather than expert traders or technicians." These are some of his pertinent suggestions and he closes by saying, "Conditions, not theories, confront us, and only through thought of the most earnest, straightforward kind, as well as fearless courage in action, can we successfully get away from the obsolete economic and social practices of a bygone day to the modern practices that new inventions and educational results have forced upon us. In all this we have a right to expect the college men to lead."

It well behooves us as school men to give ear to the suggestions from such significant sources, and thereby become broader-minded and adapt our educational methods in such way as to meet the worthy ideals such men have set for us. We are grateful to them for the inspiration to go forth in the cause of education in order to better serve our nation and thereby our fellowman.

LOS ANGELES BOARD ADOPTS STRINGENT RESOLUTION

Another evidence that organized labor is at present laboring under a cloud is indicated by the attitude boards of education, city councils and county boards of supervisors have taken toward their respective employees affiliating or intending to affiliate with the American Federation of Labor. The radical leaders in the ranks of labor are largely responsible for this reaction against their organizations.

The tone of the resolution adopted by the Los Angeles Board of Education leaves no doubt as to their stand in the matter.

Following is the resolution:

"Your committee of the whole presents to the board of education and high school board for adoption the following declaration of principles and requests in reference to teachers who hold membership in organizations that might be at variance with their oath of allegiance to the State:

"Whereas, the teaching body occupies a position in the community closely analogous to that of the soldier in the army, to that of the police force and the fire department in the city; and

"Whereas, the teachers are employes of the State, are paid their salaries by the State or under State laws, and should owe their first and only allegiance to the State and Nation and should be always ready to obey and enforce the laws of the State and of its legally constituted subdivisions;

"Whereas, the teaching body as well as all officers of the Federal Government, the State, the county, the city, sustains a relationship to Nation, State, city and school district that forbids allegiance to any organization that might in any way interfere with the strict performance of their duty to the community as a whole; and

"Whereas, the recognized organizations now existing among the teachers for the betterment of their services in their chosen profession and for the maintenance of their rights in such profession are both amply sufficient to secure these ends and entirely appropriate to the noble work in which they are engaged;

Object to Propaganda

"Therefore resolved, That the board announces the policy that it is opposed to teachers employed in the Los Angeles city school districts holding memberships in any organization affiliated with the American Federation of Labor or affiliated with any labor organization whatever, or affiliated with any organization that might in any way interfere with the strict performance of their duty to the community as a whole; and the board requests that any group of teachers holding a charter of any branch of a labor organization shall surrender their charter from such organization and their individual membership cards therein; provided, that this resolution shall not be construed as applying to a vo-

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VII. The Principles That Bind Men Together.
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XVII. The Treasury and the Taxes.
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XX. Voting.
XXI. Political Parties.
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XXIV. The Abuses and Perils of Government.
XXV. Facts Which Every One Should Know. Open Questions.
XXVI. Improvements in Government. Radicals and Conservatives.

PART THREE
XXVII. What Wealth Is.
XXVIII. The Conditions of Wealth.
XXIX. To Whom Wealth Belongs, and How It Is Divided.
XXX. The Institution of Property.
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XXXII. Capital, Credit, and Interest.
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XXXV. The Abuses and the Duties of Wealth.
XXXVI. Buyers and Sellers; or, the Mutual Benefit.
XXXVII. Employers and the Employed: Their Interest in Each Other.

PART FOUR
XXXVIII. The Rights and Duties of Neighbors.
XXXIX. The Treatment of Crime.
XL. How to Help the Poor.
LI. The Great Social Subjects.
XLII. The Problem of Temperance.

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XLIII. International Law and How It Grows.
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cational teacher who may have held membership in a craft of his own trade at the time of his appointment unless it is later found that such membership interferes with the efficiency of such teacher in his school work; and

"Be it further resolved, That the board insists that all propaganda for the formation of a union of teachers among the teachers of the Los Angeles city school districts shall cease."

HIGH IDEALS IN SCHOOLS

A prominent educator in Los Angeles recently said that more and more the public school is assuming a paternal relationship toward the public; and he cited the following as an illustration of the forlorn fact that about all the ethical teaching which some boys and girls receive is in the public school:

A big man called on the principal of one of our high schools to inquire about his boy. The teacher was compelled to report that the boy was doing badly and that he was not always honorable in his relation to his schoolmates or his studies. The distressed father then made a confession. With his eyes filled with tears, he said he had started out to make a fortune and had succeeded, but he had neglected his home and his son, and he was now anxious to know what he could do to make full reparation.

I often wonder what some unfortunate boys and girls would do if it were not for the high-minded and gracious personalities which are found among the teachers of our public schools. Almost without exception, these teachers, men and women, in their instruction and in their lives exemplify the very highest ethical, religious and patriotic ideals. Yes, the public school in many cases has to furnish the parental instruction which is omitted in the homes. —Dr. Charles Edward Locke, First Methodist Episcopal Church, Los Angeles.

Quotation from letter of Art Alliance of America.

New York City, October 20, 1919.

Dear Mr. Meyer:

The Jury of the Textile Design Competition has awarded prizes to students in your school as follows:

$50 to Florence Lang—Second Prize for a design for dress cottons.

$25 to Laura de Veuve for dress cotton design.

Yours very truly,
Florence N. Levy,
General Manager.

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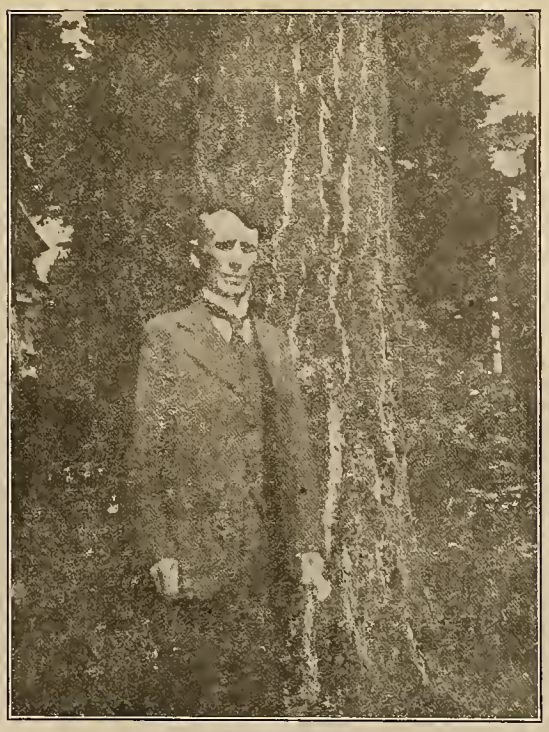

EDWARD HYATT

A Snap Shot of the Late Edward Hyatt, Superintendent of Public Instruction, at Lake Tahoe. He Loves the Outdoors, the Peace of the Woods Broods Over Him

Written in October, 1916

Edward Hyatt, ex-superintendent of public instruction, died on December 7th. We knew him as a teacher at San Jacinto, as a member of the County Board of Education of San Diego, as superintendent of Riverside County, and for twelve years as superintendent of public instruction. As a teacher he had an academic knowledge of thirty-two subjects, covering the full high school and grammar school curricula of twenty-four years ago and added to the curriculum of his school a thorough course in physical education and manual training. He prepared many boys and girls for the universities.

Hyatt was an individual. He loved nature; and as J. W. Linscott said, "Mr. Hyatt taught the children and the teachers to love our mountains, our valleys and our sea," and he was interested even in the least of things. His study of ants attracted the attention of a great professor in Rome. For ten years he wrote "Little Talks" for the Western Journal of Education, and issued many bulletins that for concise English, clear statement and directness of view will be hard to equal. He had a keen and subtle sense of humor. Hyatt was a lonely man. Even in his own home, surrounded with Mrs. Hyatt and a family of delightful and gifted children, he seemed a man of solitude; yet he was a splendid host—thoughtful, kind, and genial, yet never familiar. He had thousands of friends, but few intimate associates. His personal integrity was never questioned. The picture of him is from a snap shot taken at Lake Tahoe. It is typical of him. We like to think of him as represented in this picture, standing beside the tree. He loved trees and flowers and animals, and above all he loved the children of the State. Not in a demonstrative way. He never called attention to it in his speeches, but he taught much by indirection. In the January issue will appear a review of his life and tributes from his many friends. H. W.

Rational Typewriting Wins World Championship

In the recent International Typwriting Speed Contest held in New York City, the World's Championship was won by Mr. William F. Oswald, who was trained by the RATIONAL method. In one hour's writing from plain copy, Mr. Oswald wrote a gross 8383 words with but 49 errors. His net speed per minute, after deducing ten words for each error, was 132 words. Mr. Oswald was also the winner of the Amateur Championship in 1915 and of the Amateur Championship in 1916.

Other Rational Winners

More expert typewriter operators have obtained their early training by the "Rational" way than by any other method. Other championship winners who were trained by the "Rational" method:

H. O. Blaisdell, Champion for 1910 and 1911
Emil A. Trefzger, Champion for 1914
J. L. Hoyt, Amateur Championship for 1910
Gus L. Trefzger, Amateur Championship for 1911
Emil Trefzger also won the English Championship for three years in succession.

Three Editions

Rational Typewriting, Revised Edition, by Rupert P. SoRelle and Ida McLenan Cutler. Comprehensive course designed for use in high schools and private business schools where an auxiliary course is desired. Cloth binding, end opening, 186 pages, $1.00.

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UNIVERSITY OF CALIFORNIA EXTENSION DIVISION

Prof. Leon J. Richardson, who has proved himself to be one of the greatest organizers in the West, has recently taken over the extension division. Herewith is a few of his plans:

Beginning its spring term with a notable course in Americanization, the extension division of the University of California plans to make the coming year the most successful in its history. In addition to the new courses which are offered, the extension division will retain all the popular classes which have built up a solid reputation for the "away from the camps" department of the University.

The Americanization course which the extension division of the University offers in San Francisco will begin on January 2. Its purpose is to fit business men, social workers, teachers, clergymen and others to meet the problems presented by the alien in America. This institute is headed by John Collier, founder of community centers in New York and a national authority on immigrants and immigration. With Collier there will be Roy W. Kelly, an industrial expert, author of "Hiring the Worker," and Dr. Carol Aronovici, head of the department of housing of the State Commission of Immigration and Housing. The educational side of the work will be conducted by Miss Ethel Richardson, assistant state superintendent of public instruction, and Miss Hulda Youngberg and Miss Ethel Swain of the Oakland school department.

During the first two weeks in January 150 extension division classes will start in San Francisco. Courses will be given in business subjects, including stenography, typewriting, accounting, office management, commercial law, salesmanship, and investments; in economics, which includes foreign trade, insurance and banking; in English, including instruction in all branches, both literary and practical; home economics, millinery, dressmaking, interior decorating, art metal work; nutrition and cookery; the French, Spanish, Russian, Italian, German and Japanese languages; mathematics, music, public speaking, technical courses in mechanics and electricity; philosophy, biology and zoology.

The San Francisco Board of Education is co-operating effectively with Dr. Richardson and has issued several bulletins requesting co-operation with the University in this great work.

On the occasion of the King of Belgium's visit to Cincinnati the last week in October, there was conferred upon the distinguished historian, Dr. Philip Van Ness Myers, the Order of King Albert. The citation was as follows:

"Professor Philip Van Ness Myers, since the start of the war, was one of the leading friends of our country. Since the day of the invasion, at every opportunity, he denounced the German ultimatum to Belgium as one of the most criminal acts against the law of nations, ever perpetrated by any civilized power. In January, 1916, he was one of the most forceful speakers at a protest meeting which was held against the deportation of our countrymen. Professor Philip Van Ness Myers has well deserved of our country."

In his case the old saw, "A prophet is not without honor . . .," fails completely, for in confirming Mr. Myers' position as honorary lecturer in history at the University of Cincinnati, President Dabney recently wrote: "No one ever connected with the University did a greater work or adorned its faculty more than you." Messrs. Ginn & Company, publishers of Dr. Myers' series of standard school histories, announce that he is now at work on a revision of Medieval and Modern History, necessitated by the world-transforming events of the past five years.

Dr. Myers visited California a few years ago at the request of Harr Wagner and delivered a series of wonderful talks on Peace and the Ethics of War.

THE AMERICAN BOOK CO.

The American Book Company early took and has held the lead in publishing texts that make for literary appreciation. The movement to put real literature before children all through the formative years of the elementary school began some thirty odd years ago. It has gone far, sometimes with pronounced success, sometimes overshooting its mark, sometimes falling short of the real elementary aim. But there has been real progress.

No textbook publishing company has contributed so successfully to that progress as the American Book Company. Take, for example, the work of James Baldwin, who is without a peer among story tellers for children. Others may have been as voluminous as compilers, but none have written so close to the heart of the child or with such fine literary merit. There are his Fifty Famous Stories Retold, probably the one book most read by school children; his Fifty Famous People, Stories of the King (the Arthurian Legends), Old Greek Sto-

ries, Old Stories of the East (Biblical), Fifty Famous Rides and Riders, and many others. Every one combines a fine literary touch with themes of universal literary interest in such a way as to appeal to the child. There is a union in them of the artistic, intellectual and emotional phases of literature.

A great deal of similar work has been done for the American Book Company by other authors, such as Lucia, Otis, the Skinners, Whitehead, Rolfe, Johnson, Guerber, Dutton, Carpenter, Clarke, Baker, and others. There is not a field of childhood's interests which is not represented. That the work has been successful is apparent in the fact that these supplementary books possess a perennial hold on schools. They have become classics in school work. Without them that work would be incomplete. They survive and are fittest.

The company has further evidenced its faith in the idea that the textbook may combine genuine literary merit with pedagogic need in several series of readers, in none, however, so notably as in the Story Hour Readers.

The Story Hour Readers won spontaneously the heart of both teachers and pupils. There is a reason for this. To begin with, the books have not the appearance of ordinary readers. Everything that belongs to method, drill lists, phonetics, questions, is separate from the books which are in the hands of the children. All that pertains to the teacher's work is specially provided for in separate charts and separate teacher's manual. The books themselves are the pure literature and pure art of the childhood of the first three grades. And it is art and literature in which the child delights. He seems to be enjoying a beautiful gift book rather than a reader. It is right that when he reads the literature of his age, no evidence of a task should offend his eye. No other series of readers has met with this requirement so completely.

Then the Story Hour Readers arouse and hold the child's interest through the irresistible rhythm of the Mother Goose jingles and verses. They utilize the play instinct and provide an abundance of easy dramatization. Their fascinating color pictures, the real art of childhood, arouse the imagination. Concrete images constantly make definite associations. There is never a dull minute in their pages. Reading becomes very real and absorbingly delightful. Where there is joy in the work there is success.

Among the writers of supplementary texts on geography, Carpenter easily takes the lead. No school library is complete without his six texts on the continents and islands, the three on How the World is Housed, Clothed and Fed, and the Around the World with Children. They have become classics in geographical instruction. The latter, Carpenter's latest work, sprang into spontaneous popularity, comparable to that of the Story Hour Readers. Around the World with the Children is the unique text to present, at every point in terms of child-life, those large basal concepts of geography without which no systematic instruction in geography is possible.

Superintendent Alfred Roncovieri held his annual institute December 16 to 19. He had a number of notable speakers, including Stanley B. Wilson of the State Board of Education. The feature of the institute, however, was the music. We doubt if anywhere in the United States are the teachers given such a rare musical treat during institutes as in San Francisco. The teachers passed a resolution endorsing Sarah Jones for re-appointment on the Board of Education.

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Boosts for Beacon

Miss Mary Fackler, a primary teacher in Redlands, said in a recent letter to the publishers: "I speak for Beacon every time, for the mechanics. Others may get good results by using endings, but the blending from the beginning to my mind is the natural way. The chart is a wonderful economizer of a teacher's time and strength, and my little people really enjoy it."

Superintendent Linscott of Santa Cruz, at a meeting of his primary teachers last spring, called for a vote as to whether the Beacon Method should be continued or not. The vote stood 13 to 1 in favor of continuing the Beacon Method.

If you want to see an interesting class in the Beacon Method take the Shattuck Avenue Southern Pacific car at the Oakland Mole, go to the end of the line and there in a little temporary one-room building you will find some six-year-olds who can read and who enjoy the mechanics of reading.

The Berkeley Board of Education is building a beautiful new school house in the Thousand Oaks section of the Berkeley school district, but if you visit Miss Lily Zeus in her present one-room shack you'll agree that grand buildings are not necessary for good work.

Miss Zeus was recently called to the Merced County Institute by Supt. Gribi to show her teachers just how to use the Beacon Method.

The Thousand Oaks School is not the only school in Berkeley where you will find excellent work being done with the Beacon Method. The Lincoln School was recently visited, and it was indeed a delight to see the power in thought getting and thought giving possessed by the pupils in that school, where Miss Fox and Miss Ellerhorst through the use of the Beacon Method are eliminating the difficulty of word getting.

W. R. Keefer, Principal of the Grammar School at Gustine, California, and a member of the Merced County Board of Education, says: "We have been using the Beacon System in our school and have found it the best we have ever had. In all other systems of phonics which we have tried, the children were often unable to pronounce a word correctly after sounding it, but the Beacon way is so simple and easy that the words almost say themselves."

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for further information about the Beacon Method if you are interested.

NATIONAL AMERICAN SPEECH WEEK HAS BEEN RECENTLY CELEBRATED BY AMERICAN SCHOOL TEACHERS

No one can be taught American ideals so well as through the mother tongue. No one can be taught the principles of American government so thoroughly as through the English language. No one changes from a "hyphenated" American into a real American so quickly as the man who learns the English language.

One phase of the movement of particular interest is the fact, as shown in a "Guide to American Speech Week," published by the National Council of Teachers of English, that early in the work the need of a standard of pronunciation was felt. The Chicago Woman's Club, therefore, of its own initiative, sent out a questionnaire to eighteen schools of high and normal grade, to seven schools of dramatic art, to twenty-two universities (including all the prominent colleges from Harvard, Yale and Columbia in the East to Leland Stanford Junior in the West). As a result of this questionnaire, the chairman of the committee has published the following statement:

"The high schools have been so slow in answering that no decision can be reported from their group; the dramatic schools differ so widely that their opinion becomes suggestive rather than authoritative; the college report alone may be considered a consensus of opinion. The preference here narrows down to two—Webster's New International Dictionary, published by G. & C. Merriam Company, and Murray's New English Dictionary (unfinished), published in Oxford, England. As the advocates of Murray admit that the size and cost makes it prohibitive for the ordinary individual, even they concede that the best general one-volume distionary is Webster's New International."

Evidently the New International will play a prominent part in the speech movement. Are you so fortunate as to have a copy of this "Supreme Authority" in your school?

CALIFORNIA'S NEW POET—HARRY NOYES PRATT

Harry Noyes Pratt, a new poet, has just published a book of California verse, entitled "Hills, Trails and Open Sky." It is artistically printed and bound and makes a dainty gift book for California or Eastern friends. There are many poems with the real poetic feeling like the lines, "The Hill Trails":

Harry Noyes Pratt

"Hill trails, dim trails,
Grown with brush and fern:
Wild trails, rough trails,
Round each twist and turn,
Sound of falling waters,
Wind among the pines;
Clouds adrifting over
In fleecy, laughing lines."

The book is published by Harr Wagner Publishing Company, and can be secured from Potter Brothers & Co. of San Francisco, Parker's Book Store of Los Angeles, Baker & Taylor of New York, A. C. McClurg & Company of Chicago, and John Wanamaker of Philadelphia. Price $1.50 postpaid.

THE GEOGRAPHY SITUATION IN CALIFORNIA SCHOOLS

By Dr. H. W. Fairbanks

Author of "Geography of California" and "Topical Geography of Europe According to the Problem Method"

Is it not possible that something can be said or done to arouse California school people to a realization of the condition existing in our schools as regards the general estimation of the subject of geography and the quality of the maps, books and other aids in the hands of the teachers and children?

What are the facts in the case? The textbook in geography has been in use more than ten years without revision or addition. It was written so long before the World War that in one place the question is asked, "With what country have we recently been at war?" referring to the Spanish War. The California child does not officially know that the geography of a large part of the world has changed since his book was written. The California child does not learn from anything he studies that the United States now occupies a new relation to the peoples of the world and the life conditions of the most distant may be of vital concern to him.

The California teacher, as much as she may desire to tell the children about the New World, has no official aids of any sort, either in the way of bulletins, books or maps, so that she can give the much needed outlook in geography. She is thrown back on her own resources and out of her meager salary is compelled to buy here and there such aids as come to her attention. Is such a condition of affairs just to the parents, teachers and the young citizens of our state who, through no fault of their own, are growing up uninformed about and unsympathetic toward the other peoples of the world?

The whole conception of "method" in geography has changed since the textbook now in use was adopted. With this incubus (the text now in official use) fastened upon the schools, it is difficult, especially in case of rural schools, to improve the teaching of the subject. The need for good physical maps is now deeply felt wherever the new light has come. The need for something better in method has led to the development of the "problem method" and to willingness to abandon the deadly and unproductive memory system.

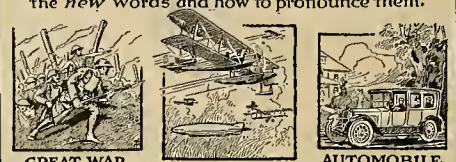
Here in California an insistent demand that something be done to remodel our system of geography teaching is considered a sign of overenthusiasm, or even crankiness, of a one-sided estimate of the value of school studies. Such a person is among the leaders as "a prophet crying in the wilderness," but welcome to the school room by the rank and file of teachers who know from experience the crying need of the present day.

If the leaders in the educational system of our state say nothing, make no effort to rectify the present deplorable condition, should we be surprised if the teachers in the thousands of ungraded country schools become discouraged and make little or no effort to teach the New Geography and the New World to their children? Can we wonder that with little or no material, either for themselves or for their children, that many country teachers give little geography—merely enough to be able to say that they have taught the subject?

It is the duty of the state to supply, at the quickest possible moment, following such momentous world changes as we have gone through, the best aids available. If it is not advisable to introduce a complete new text until after the world changes following the war have all been made, then it is of the utmost importance that the needed supplemental material, both of printed matter and of maps, be in the hands of every child studying geography. To follow any other course is unjust to the children.

New Words

Every teacher should be up to date and know the *new* words and how to pronounce them.



GREAT WAR — fourth arm, camouflage, calibrate, blighty

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AUTOMOBILE — convertible, crank case, landaulet, cyclecar

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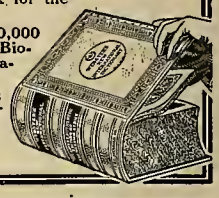

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THE GOOSE-STEP

By John Brent

You have read about it. You have probably even seen it in the movie, always intimately and ludicrously associated with the serried ranks of our late enemies, the Germans. It was originally merely a means of discipline in the training of the German army. It made the raw clodhopper recruit march erectly, and get both his eyes and his feet off the ground. Then it became a sort of salute (for it was not used on the ordinary march), a ceremonial step assumed at a certain point by troops as they passed, for example, a reviewing stand or a superior officer, or upon similarly solemn and authoritative occasions. To the average American it appears very stiff, very exaggerated, and withal very amusing.

But the average American goes further when he is amused. He is very apt to turn the thing which amuses him into a symbol. In this case he has done so. The goose-step has become to the mind of the American the symbol of superimposed militarism, of a grinding autocracy, of a paternalism

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that says, "Come and be socially favored, uplifted, patronized, and in the prescribed ways of the code, or be punished." As a symbol, therefore, the goose-step always arouses in the average American a sense of petty oppression and a feeling of resentment approaching defiance. Yet may it not behoove Mr. American to ask whether he is not doing a little goose-stepping himself.

The evidences of the party lashes in Congress these days remind one ominously of heavy military shoes scraping and hammering the hobble stones of a Teutonic city, as inferior rank acknowledges superior rank. Not the many vital issues, but only a party system, seems to be at stake. And one might point to our growing fondness for blue legislation by which one class of doctrinaires proposes to impose on all others its favorite style in goose-stepping. But we must not forget that this is the Western Journal of Education.

The acme bureaucratic stupidity is reached when the goose-step enters the American public school, as it is yearly trying to do. Let us not forget that the goose-step is no mere fashion, whose foolishness is easily shaken off when the fad subsides. It is a sacred formula, solemnly imposed, and as such it speedily crystallizes and may be no more modified than a religious rite. To lay hands upon it is sacrilegious, for it is of priestly origin. Upset it and you upset its dogmatic originators in the council of the elect.

We get the goose-step in our schools in all state-wide uniformity of textbooks. It is supposed to be sanctioned by the argument that what is good enough for the city child is none too good for the child in the fields, the valleys, the mountains. The unquoted corallery of that dictum is that what has proven bad for the city child must nevertheless be foisted upon all the others. Was it not fine that our high school men and women rose as one and fought the introduction of the state printing goose-step into their territory? Their barrage was irresistible.

Again, at best, a free textbook system is but beneficent goose-stepping, like most socialistic statutes. There is a vast difference between a system of free public education offered by a democratic and individualistic people to preserve democracy and individual freedom, and a system of free public education which is tending to remove the last vestige of individual effort in those who accept it. Why, Dr. Burk's lock-step isn't in it with the goose-step, for the former is always a mark of disgrace, while the latter insidiously makes its devotees over until they believe in it. It becomes their educational religion.

There are, of course, the martinets among teachers, principals and superintendents who have been peculiarly prone to the goose-step. Their pupils are always known by the tricks they can perform. Have you not seen them, for example, marching through the halls in massed rank and file to a measured, stilted tread that defied all physiological laws and esthetic proprieties? Again let us ask if free public education set out

Now comes the banner of standardization, and we are wondering whether those who are advancing it have not hidden somewhere in its folds a new prescription for the goose-step. Certainly standardization is already riding rough-shod over certain fields of school work. There is, for example, the attempt to standardize physical education, while the unhampered child still does more for himself spontaneously in play than any system has ever been able to surpass, and while the scientific data upon which to base a standard system of physical training is still unknown. There, too, is that vast, undiscovered country of vocational, industrial and technical training in public schools which the standardists are threatening. It is the effort to standardize processes and results, before processes have been discovered and results achieved, that appals us. Only long use and test can offer any basis for standardization in school work. When the standard arrives it will not be obnoxiously and aggressively apparent, but it will pass into a standard practice without either the name or the noise.

The very element of art which will always enter, as it always has entered, into all teaching forbids the possibility of prescribing with anything like finality standardized systems for yet fresh fields. As well attempt to standardize the labors of the early discoverers and explorers of America. It was individual effort that made us free—in education no less than in other fields of public action.

What shall we say, too, when legislators undertake to prescribe a harness that, aiming at team work, it is true, yet cuts off the natural selection of real leadership? Was the county unit idea an attempt at legalized goose-step? By virtue of that very element of art in the work of the teacher, noted above, live leadership is needed in school work, and such leadership is the direct product neither of legislative statutes nor bureaucratic boards.

Verily, the board or the superintendent that can wisely refrain from doing is a public benefactor. To know when "wisely to refrain from" is at once a gift and a virtue. Such a board and such a superintendent will father no goose-step, but will set free the art-like teaching powers of the individual teacher in behalf of the individual child, to educate an invariable type, or to release to good and effective purposes the powers of the individual.

Special training classes for the teachers of San Francisco, Oakland, and other bay cities in the methods of curing defective speech are to be opened in January by Mrs. Mabel Farrington Gifford, under the auspices of the Extension Division of the University of California.

Beginning Saturday morning, January 17, at the Affiliated Colleges, Mrs. Gifford will form a class to train teachers in methods of correcting speech defects among pupils. This same subject will be taught in a class to begin at the Museum building, Oakland, on January 26.

On Monday afternoons, beginning January 12, Mrs. Gifford will conduct a class for teachers, training them to correct foreign accents in pupils. This class will meet at the Hotel Oakland.

Mrs. Gifford will also conduct in San Francisco a class for adult stammerers, at the Emanu-El School, 1337 Sutter street, to begin January 7, and beginning February 11 at the same place she will have a class in the teaching of English pronunciation to foreigners.

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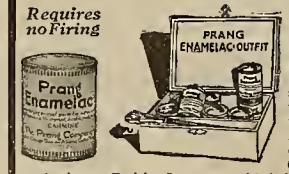

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JOTTINGS OF A TRAVELING BOOKMAN

By William Maurice Culp

The taking of a census of minors by the school authorities of California as a first step in the carrying out of the compulsory educational acts as passed by the last California Legislature, is already proving of immense value. Surveys of this kind have been made in some communities, but the school teachers as a whole have not been sufficiently informed except in a general way of the antecedents and home life of many of their students. Now they have a concrete digest and see more clearly the specific school problem facing them. Principals are enabled to work out more satisfactory courses of study and teachers have a greater insight into the methods of handling classes.

The large number of students of from 16 to 21 years of age that must come under school supervision is causing comment. They are too large to be placed in grammar schools and have not the training for regular high school courses, except perhaps the vocational classes. The large amount of money and instructors needed to educate these students is a very pressing problem and many wonder how it is to be accomplished. As it is, the regular schools are under-equipped and under-manned. They need more money. A campaign for more school funds will have to be carried on in the next two years to even pay for the gradual growth of the schools, let alone extra instruction. The next legislature will have to pay more attention to taxation for the support of elementary schools. For it is impossible to run a real school without sufficient funds.

National efficiency and progress cannot be coupled with cheap education. The American people as a whole are coming to realize that fact and the signs are right for a satisfactory solution.

M. L. Benson, district superintendent of Hayward schools, is making a decided success. He has closely co-ordinated the work in his schools and has acquired the confidence of teachers, pupils and community.

The San Leandro schools, under C. A. Harwell, district superintendent, have enrolled nearly 900 students. Some 2000 minors have been taken in the census. A dental clinic for the San Leandro schools has just been started. A dentist has been engaged who gives three hours a day to the school work. The students of the manual training department are fitting up an operating room. The Red Cross of San Leandro and the Mothers' Club have contributed some $1500 for the carrying on of the work. A small fee is charged each student on dental work.

San Jose schools, under Superintendent Alexander Sheriffs, are accomplishing a great deal in bringing education to an increasingly large number of peoples. Over two thousand are taught in night schools and Americanization classes. For its size, San Jose has the largest attendance in night school classes of any city in the State.

Joseph E. Hancock, principal of the Grant school, San Jose, has some 800 students, 600 of which are Italian.

H. A. Spindt, of the Bakersfield high school, has charge of Americanization and naturalization classes in Bakersfield. Students after passing the naturalization course are admitted to citizenship by the Federal judges without examination. Students from quite a distance attend his classes.

Charles C. Kelso has been appointed head of the naturalization department, newly created in the Los Angeles school department.

James E. Hamilton, district superintendent of Taft, is the grand old man of Kern county schools. His wide experience in educational work, his eight years of service at Taft, his ability as a composer of songs, his force as a public speaker and story teller, and his Irish ancestry, mark him as one of the most valuable schoolmen in the lower San Joaquin Valley.

Chas. C. Hill, principal of Wasco high school, is an English student and teacher of exceptional merit.

San Jose boasts two brothers as principals of grammar schools—A. L. Dornberger of Horace Mann and Victor Dornberger of Lincoln. Both men are fine schoolmen.

Miss Mary C. Culbertson is teaching history in the Wasco high school.

J. B. Ely, principal of Delano high school, showed up as a humorist at the Kern County Institute.

A. J. Ludden, principal of Bakersfield high school, has a school that is growing immensely. In order to handle students, new buildings are needed. A bond issue of $200,000 has been voted, that with $300,000 from direct taxation, will give $500,000 for the addition of the needed buildings and equipment.

Miss Mary Trussel is handling the English classes at Delano high school in a way that brings excellent results.

Paul Vander Eike, vice-principal of the Bakersfield high school, handles the junior college botany.

Miss Juana Rayburn and Miss Gladys Walker handle the physical education work for girls in the Bakersfield high school.

Lawrence E. Chenoweth, superintendent of Kern county, is a very able and brilliant maker of short speeches.

W. P. Cramsie, principal of the Longfellow school, San Jose, desires to see the elementary schools more adequately financed. He thinks that students should at least be fourteen years of age before they enter vocational courses.

Miss Julia Hauch is doing home work among Italian families, working from the Longfellow school, San Jose. She understands the language, is a woman of immense understanding and tact, and has the faculty of gaining the confidence of the women she meets.

Robert H. Lane, director of educational research of the Los Angeles schools, is coordinating the work of the class teachers through various tests that are constantly being made in the various schools.

Inglewood high school, under the principalship of George H. Green, is a school that is adequately supported.

The Inglewood high school has a ten-acre farm that is managed by C. Jack Zinn. The farm is equipped with the best of machinery and the students are taught the practical work by doing it themselves. At present the boys are going in for raising hogs. They are making the pens and feeding bins and each one has invested $100 for a thoroughbred gilt.

Ray C. Chase, head of the botany department, manual arts high school, Los Angeles, has one of the largest and best departments in the State.

The Van Nuys high school, under Nathan F. Smith, is a growing institution that is looking forward to the addition of another unit. The music department is a feature. Lessons on the pipe organ are given. They have a class of fourteen students.

Miss May F. Coolidge, principal of the Jefferson school, San Jose, is a literature enthusiast.

Dr. William H. Snyder, principal of the Hollywood high school, is working out a course in vocational education.

Miss Pearl M. Weeks is teaching physics in the Jefferson high school, Los Angeles.

J. E. Meadows, district superintendent of the Hanford schools, has strong schools this year.

Miss Agnes Howe, superintendent of Santa Clara county, believes that Americanization in the grammar schools should take up an explanation of the pupils' civic environment.

Miss Mary Smith, vice-principal of the Castellejia school, Palo Alto, is running an excellent school.

R. J. Wells, superintendent of Palo Alto schools, finds his schools crowded. A movement is under way to secure the construction of new schools.

Robert A. Lee, principal of Lowell school of San Jose, has edited a set of memory selections for the San Jose schools.

Miss Mildred P. Hanson, principal of the Willow Glenn school, Santa Clara county, has a school of over 300 students.

FIVE YEARS

just passed, have wrought great changes that place new duties and tasks upon the teacher. History not only presents new and enormously important events to be studied, but new and sharper interpretations are demanded. Then the old political boundary lines of Europe and her colonies have been switched to new places, and it will take time for geographical texts to be brought up to the new order in the political world. These facts make the following texts especitlly significant at the present time:

1. **McMaster's Brief History of the United States, Revised and Enlarged. List price.....$1.20**
This new edition of a text long in use in California is fully up to date.

2. **Hart's School History of the United States. List price $1.20**
Bran new and fully up to date with a new balance of historical values which gives larger recognition to the West and to social and economic developments, especially to recent American issues.

3. **McKinley, Coulomb & Gerson's School History of the Great War. List price.....$.60**
This book organizes admirably the desultory accounts of the war which all children have read.

4. **A Chapter on the Great War for Use with Histories of the United States. List price.....$.16**
To supplement the older, unrevised texts.

5. **Geographical Results of the Great War, by Stiles A. Torrence and Edward Y. Farquhar. List price.....$.20**
A very important publication. It was not prepared until changes were known and real value could be given its comparisons, illustrations, maps, and subject matter. It is thorough, complete, and reliable.

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The Hester grammar school, under M. R. Trace, is one of the best district schools in Santa Clara county.

Roy W. Cloud, superintendent of San Mateo county, is thinking seriously of becoming the author of a book of mental arithmetic problems.

H. E. H. Ruggles, district superintendent of Burlingame, has a very fine corps of teachers working with him. The first unit of a $70,000 building of a branch school at Easton is being completed. The building is of the Mission style.

Redwood City grammar schools have an exceptionally good administrator in Andrew E. Monteith. Mr. Monteith has a grasp of elementary education that leads to practical results.

W. J. Savage, superintendent of Colma, has been receiving quite a number of compliments on the practicability of his two books of Topical United States History.

Miss Anna Belle Bailey, San Mateo county free librarian, has moved to more commodious and pleasant quarters in the courthouse building at Redwood.

G. W. Hall, district superintendent of San Mateo, is very well versed in the economic issues of the day.

Clarence L. Phelps, president of Santa Barbara normal, was in the San Joaquin Valley visiting at Visalia and Bakersfield. Mr. Phelps says that he has an exceptionally high class of students at the normal this year.

E. A. Holland, principal of the Gardner school, San Jose, has a mimeographed outline written by him for teaching civics in his school.

Miss Anna T. Haley, principal of the Homestead school, San Mateo, is one of the leading teachers of San Mateo county.

Leon Yakeley is teaching history and English in the Taft high school.

Miles E. Valentine, principal of the Taft high school, believes that military efficiency among high school cadets would be very much furthered if there was district supervision. He believes that sections of the State should be portioned off and an officer assigned to the schools in that section. The officer's duties would be to visit each school and stay a few days or a week assisting the officer in command to develop real military spirit.

J. Wiley Hudson is teaching manual training in the Wasco high school.

Chas. E. Teach, superintendent of the Bakersfield schools, has charge of eleven

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schools with a corps of 117 teachers. Of the 117 teachers three are men.

J. R. Cookman is principal of Maricopa high school.

The Americanization work at the San Jose evening high school, under Nellie M. Chope, is mainly work of instruction in the English language and in the reading of patriotic literature.

Principal W. S. Bower is running a very pleasant little school at Menlo Park.

W. E. Moore has charge of the Americanization in the Oakland schools.

Lewis E. Adams, superintendent of South San Francisco schools, has recently been elected a member of the San Mateo county board of education.

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The San Mateo Grade Teachers' Association, the San Mateo School Women's Council, the San Mateo County Teachers' Association, all joined in a dinner at the Perichon Hotel on Friday evening, December 5, to meet Superintendent of Public Instruction Will C. Wood. Pansy Abbot presided, and for wit and good cheer she was one hundred per cent efficient. State Senator M. B. Johnson spoke on Tenure of Position. Harr Wagner, Geo. W. Hall, W. L. Glascock, Miss Anna T. Haley, Miss Northrup and others spoke. After the banquet the diners adjourned to the high school auditorium, where Miss Abbot introduced Mr. Wood in a graceful and tactful manner. Her remark that Will C. Wood had placed "California on the educational map of the United States" was highly appreciated. Mr. Wood spoke in his introductory remarks on the Value of Teachers' Organizations, and then discussed Americanization, giving a personal touch to his remarks by relating his experience in the foreign section of New York City, and the educational features of Ford's plant at Detroit. It was an effective speech.

L. W. Babcock, principal of El Monte High School, Los Angeles, dropped dead recently from heart failure. Mr. Babcock was one of the very strong educational forces of the State. He served as principal of the Ukiah School and as superintendent of Mendocino County for eight years. He was loved and respected by all who knew him. The school people of the State extend sympathy to Mrs. Babcock, who is a teacher of unusual ability.

Mrs. M. Arleigh has just issued reading booklets for the first grade entitled "Jack Straw." The series contains:

1. Jack Straw and the Can.
2. Jack Straw and the Goat.
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6. The Plate and the Penny.
7. The Fox and the Hare.

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Europe—Book IV in Winslow's Geography Series. Revised Edition. By I. O. Winslow, Superintendent of Schools of Providence, R. I. Cloth, 182 pages, 72 cents. D. C. Heath & Co., Boston, New York, Chicago

In this revised edition, which has just been published, the sections on Belgium, Germany, Austria-Hungary and Russia have been entirely rewritten and include the latest available facts. There have been added chapters on countries of the Balkan Peninsula, and on the new countries of Central Europe. These additions, together with the retention of the original plan of the book, with its exceptionally full treatment of the industries, customs of peoples, important cities, and with the numerous illustrations, make the work of especial value to schools at present. It provides an authoritative and teachable presentation of the geography of Europe as it now exists.

BOOK BY W. J. SAVAGE IS ADOPTED FOR COUNTY SCHOOLS

A new book just published by the Harr Wagner Publishing Company entitled "Forward Looking Lessons in American History for Seventh and Eighth Grades," has been adopted by the San Mateo County Board of Education as one of its supplemental textbooks. The author of the book is William J. Savage, superintendent of the Jefferson school district and a member of the board. The book is made of the material which Mr. Savage has taught in his classes and which his teachers are now using, and in conformity with the course as laid down by the report of the committee of eight of the American Historical Association. The author is well known in this city and has been a frequent contributor to the columns of this paper. He ranks high as an educator in the State and he is held in high esteem by the people of the north end as well as the entire county.—Redwood City Standard.

Geo. Schultzberg, superintendent of Monterey County, is the first school official to visit schools in an aeroplane. It was but a few years ago that we announced that Duncan Stirling of Monterey County was the first superintendent to use an automobile to make visits. Surely the world do move!

Charles L. Hampton, director of vocational agriculture in the Santa Rosa High School, is making a fine record in all phases of his interesting work.

Mrs. H. A. Kluegel, director of the Junior Red Cross, has issued a program of service for children for the Pacific division. Mrs. Kluegel has an interesting foreword. This is followed by about sixty pages of information in detail, covering all the activities of the Junior Red Cross. The Home Hygiene and Care of Sick, Lynch's First Aid, and First Dietetics, mentioned in places in this book, can be secured from the Blakiston Depository. Harr Wagner Pub. Co., 1111 Hearst Building, San Francisco.

The editor of the American School Board Journal has a strong editorial on Democracy in School Administration. It is one of the best discussions we have read. Here is an extract:

"It would be unfortunate indeed if the teachers through their organizations caused class lines to be drawn sharply between the office and the classroom. The men and

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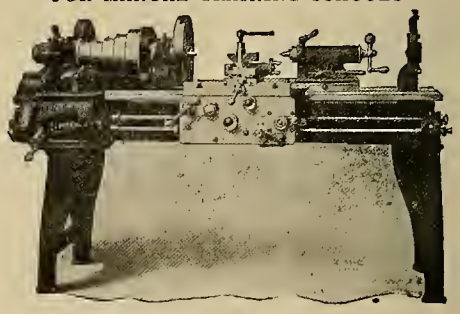
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women who hold administrative and supervisory positions do so entirely through merit arising from training, experience and other personal qualifications. They have risen from the ranks and they are as much interested in the welfare of the teachers and in the real work of the schools—the education of the children—as are the classroom workers themselves. Both the teacher and the supervisor are responsible to one and the same group—the people at large whose children attend the schools and whose taxes support them. Supervisors and teachers as such gain nothing in the long run from advantages in salary, functions and duties which they possess in the sense that one's gain will be the other's loss. Both will gain most if they co-operate to the fullest, if they work for each other in impressing the public with their worth."

John Edward Hamilton, president of the Kern County Board of Education and superintendent of the schools of Taft, has written and published a number of popular songs. The Soldier Boy, A March Song, Baseball, a song setting forth our love for the National game, and a song for the P. P. I. E., "We'll Start for San Francisco in the Morning." These songs all show special musical talent, and are a credit to the author.

The State Normal School at Arcata, Dr. Van Matre, president, issues a very interesting letter. It is crisp, epigrammatic, sensible and has the right uplift spirit.

The University of California, under the leadership of Leon J. Richardson, will organize with centers at San Francisco, Berkeley, San Diego, Los Angeles, Oakland and Stockton, a large number of extension courses for community workers, and Americanization.

Henry B. Dewey, one of the ablest school administrators ever produced in the Northwest and now at the head of the educational department of Houghton, Mifflin & Company, has written a vigorous and fair and illuminating article in the December issue of the American School Board Journal on the price of textbooks. Here is what he says about prices in 1920:

"Will there be further increases? Yes, and very sharp ones, too, in the near future. It cannot be otherwise. Price costs are still on the upgrade. Paper has recently advanced a half cent a pound. Bindery cloth was advanced 4 cents a yard on October 27th. (Cotton is now selling at the highest price since the days of the Civil War). Pressmen, compositors and binders in Boston will receive substantial advances in their wages January first and again July first, 1920. The railroads are asking higher rates for transportation. There is a very determined effort being made to reduce the number of hours per week from 48 to 44. Taxes will be higher, and soon ad infinitum. There will be higher prices for textbooks, of course. There is no alternative. There will also be higher salaries for teachers, and they richly deserve it. This is an era of high prices and we must adjust ourselves to it."

Frank W. Burdett, who died on November 5, 1919, was for many years the financial man of Silver, Burdett & Company. He was connected with the house from its earliest beginnings and since its incorporation nearly twenty years ago acted as secretary and treasurer. All who worked with him held him in high respect and affection, and he was widely known among the publishing fraternity as one of the leaders in every forward movement for improving the standards and methods of the schoolbook publishing business.

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Correspondence regarding new schools and alterations invited from school boards and city and county school superintendents.

ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, NOVEMBER, 1919

The State Board of Education met in special session in Sacramento, November 10 to 15, 1919.

Two new members were appointed to the Board since the last meeting. They are Mrs. Elizabeth B. Phillips, Porterville, and Mr. Lester J. Hinsdale, Sacramento.

President Clarke announced the following committees:

Committees of State Board of Education

Legislation — Mrs. Ray, chairman; Mr. Hinsdale, Mr. Clarke.

Textbooks—Mrs. Phillips, chairman; Mr. Hinsdale, Mrs. Ray.

Normal Schools — Mrs. Barnum, chairman; Dr. Stone, Mrs. Phillips.

Accreditation and Certification—Mrs. Barnum, chairman; Mr. Wilson, Mrs. Phillips.

Vocational, including Credentials in Special Subjects—Mr. Wilson, chairman; Dr. Stone, Mrs. Ray.

Budget and Finance—Mr. Hinsdale, chairman; Mr. Clarke, Mrs. Ray.

Physical Education — Dr. Stone, chairman; Mr. Wilson, Mrs. Barnum.

Publicity—Mr. Wilson, chairman; Dr. Stone, Mrs. Phillips.

Los Angeles Office—Mr. Clarke, chairman; Mr. Wilson, Mrs. Barnum.

Retirement Salary Committees

Claims—Dr. Stone, chairman; Mrs. Ray, Mrs. Phillips.

Investments—Mr. Hinsdale, chairman; Mr. Wilson, Mr. Clarke.

Dr. Snyder informed the Board that he had been invited to give a course on the principles of education, with special reference to vocational and industrial education, at Pennsylvania State College, during the summer of 1920, and that it is his desire to accept the offer. President Clarke responded that there is no objection to Dr. Snyder's accepting the offer, contingent upon final approval of the full Board when they meet in January.

A letter was read from the Sacramento Typographical Union calling the Board's attention to the reasons why it will be of advantage to the Board and to the State of California to adopt the work of a State author where there is indication that the local product is equal to, or can by the author's revision, be put upon an equality with, products of Eastern competitors.

The letter was referred to the executive secretary for reply and he was asked to call attention to the fact that the policy which they outline has been the policy of this Board.

On recommendation of Commissioner McNaught, the State Printer was instructed to place in the front part of each school book a rule of instructions regarding the most economical and efficient way in opening a book.

Textbook adoptions were made as follows:

"History of the American People," by Beard & Bagley, an advanced textbook in the history of the United States, published by the Macmillan Company.

"Thorndike Arithmetic"—Three Book Series, primary and advanced arithmetics for the elementary schools, published by Rand, McNally & Company.

Commissioner Olney reported that he had reviewed Muzzey's American History, used in the high schools of California, and that he could find nothing to justify the criticism that had been made against the book.

Relative to the fraternity matter, Commissioner Olney reported that a number of complaints have been made, especially by principals of large high schools, that the fraternity problem has become a very serious one for them. He stated that he had addressed a meeting of college fraternity men in Berkeley recently and explained to them some of the evils of the high school fraternity situation. This meeting had no power to act, but the college fraternity men thought well of the suggestion that the college fraternities shall take such action as will bar from college fraternities any boys who have been members of high school fraternities in violation of the state law. Commissioner Olney stated he believes that if a positive stand to that effect is taken by the college men's fraternities, the fraternity problem will be solved for the high schools of the state. Mr. Olney is of the opinion that this would be a good subject to include in the program of the high school principals' convention.

The printing of ten thousand copies each of the Physical Education Manual and Supplement was authorized.

The printing of 17,000 Decathalon scoring charts for the Physical Education Department was authorized.

Approval of distribution to the schools of the following pamphlets was given. These pamphlets are published by the U. S. Department of Labor and will be distributed at their expense:

"What is Malnutrition?"

"Classroom Weight Chart."

"Needed: Teachers to Enlist for Child Health Service."

"Diet of School Children."

The executive secretary and the supervisor of physical education were authorized to secure the services of an additional man in the department of physical education, under the regulations of the Civil Service Commission, such appointment to be temporary until the next meeting of the Board and to hold for the balance of the present school year.

The Board referred to the Cabinet for report at the January meeting the matter of a supplement, relating to California, to the history textbook adopted at this meeting.

The following recommendations of the Commission of Credentials was approved by the Board:

That the State Board of Education provide for the granting of special credentials of both elementary and secondary grade, which will authorize a person "To teach a group of atypical children, who vary from the usual type because of deafness, all of the subjects that constitute the usual high school course."

The Board approved the amended regulations governing permits to teach in the intermediate schools, recommended by the Commission of Credentials.

The Commissioner of Elementary Schools was authorized to issue a call to the committee on music to meet in Sacramento during the January meeting of the Board for the purpose of assisting in working out standards for accreditation and certification in music.

Retirement Salary Business

Retirement salaries were granted as follows:

Five Hundred Dollars per Annum—Mary E. Farmer, Benicia; Mrs. Ella E. Greenman, Oakland; Marie Joan Johnson, San Francisco; Mrs. Charlotte Lynch, Niles; Mrs. Emma H. O'Brien, Sacramento.

Under Section 14 of the Law—Mabel S. Clarke, Niles; Mrs. Alice M. Hays, Palo Alto; Mrs. Mary C. Kinser, Ceres.

The Board adjourned to meet in regular quarterly session in Sacramento, January 12, 1920. Respectfully submitted,

WILL C. WOOD,
Executive Secretary.

The recent strike of the Stockton Township teachers at Linton, Ind., appears to be dissolving since only nine of the twenty-six strikers presented themselves at the called meeting of the organization. All of the schools, with the exception of two, are at present in operation.

An effort of the patrons of one of the schools to gain the permission of the union for the employment of two teachers under the open shop principle has failed. The federation is making strong efforts to hold the members together and to continue the struggle. The outcome will depend on the results which will obtain from the efforts of county and state superintendents in issuing licenses to teachers.

The teachers of the Cheyenne, Wyo., schools in organizing a local teachers' union have rejected the proposal for affiliation with the Federation of Labor. The teachers desire to avoid the possibility of becoming involved in trades union controversies.

An organization to enable the teachers to fight for a minimum salary of $1200 a year has been proposed by the teachers of New Hampshire in convention at Manchester. It is proposed to organize without affiliation with the labor union.

The Southeast and the Southwest Missouri Teachers' Associations have each organized as teachers' associations to counteract the movement for a federation of teachers affiliated with the labor unions. The teachers are opposed to a unionized body of teachers and have taken this means of obtaining better salaries and opportunity for promoting the enactment of educational legislation. The question of teachers' unions was discussed at the state convention held the early part of November.

The San Francisco Teachers' Association, at its meeting on December 8, passed resolutions opposing the selection of the Carnegie Foundation for work in the public school pension system of California. The Carnegie Foundation and its surveys are not popular with the San Francisco teachers.

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